

THE REPORTS  
OF THE  
PRESIDENTS  
OF  
THE QUEEN'S COLLEGES,  
BELFAST, CORK, AND GALWAY,  
FOR  
THE SESSION 1850-51.

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**Presented to both Houses of Parliament by Command of Her Majesty.**

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FOR H. M. STATIONERY OFFICE.  
PRINTED BY G. AND J. GRIERSON, HER MAJESTY'S PRINTERS.  
DUBLIN—1851.



**THE REPORT**  
**OF**  
**THE PRESIDENT OF QUEEN'S COLLEGE, BELFAST,**  
**FOR**  
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TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

I have the honor of submitting to your Majesty this Second Report of the operations of Queen's College, Belfast, embracing the last Session from its opening in the middle of October, 1850, till its close on the 15th of June, 1851. The organization of the different Faculties, which another year has enabled the authorities at the College to carry forward towards completion; the amount of scientific and literary labour that has been undertaken and accomplished both by the Professors and Students; the consolidation and harmony of the varied Collegiate interests; the consequent unity of action and of purpose characterising the whole proceedings of the College; the number of Students on the Roll; and, above all, the establishment of the Queen's University now in full operation, securing to the different departments Degrees equal in privilege and value to those of any other University—all these enable me to submit this Report to your Majesty with a feeling of satisfaction which will be shared by the supporters of United Education and the friends of National enlightenment.

2. In various respects the Queen's Colleges differ from most existing institutions, both in their courses and operations. The present state of society demanded the introduction of the applied, practical and natural sciences to as great an extent as is compatible with the essentials of strictly professional education; but this advancement on old established systems, now brought for two years to the test of experiment, has confirmed all the general impressions which the Presidents and Vice-Presidents of the Colleges from the outset entertained of the importance of adapting instruction, even as it regards the professions themselves, to the wants of the community, and those economic purposes of which science is the real foundation. The details of this Report will more fully illustrate these views. Nor will it, I trust, be less apparent whilst the objects of science and literature have been zealously prosecuted, that the paramount interests of Religion have, in any sense, been dissociated from that true education which deals with the youth not only as an intellectual but as a moral and accountable being. The Collegiate Scheme established by your Majesty has solved the problem of combining the various denominations for mental culture, without interference with religious convictions, and of providing, at the same time, for the young man, if under age, that spiritual instruction of which his parents approve, or, if above age, which his own choice and position may dictate. The Reports of the two Deans of Residences, published herewith, will satisfactorily establish this important fact.

3. The only changes which took place in the professorial ranks during the past year were, the transference of Mr. MacDouall from the Latin to the Greek Chair, in consequence of the acceptance by the Rev. Frederick Ringwood of the Head Mastership of Dungannon Royal School; and the appointment of the Rev. Charles Reichel to the Professorship of Latin. By this means the efficiency of the Classical department has been fully sustained.

4. The protracted illness of Professor Blakey prevented a Course of Lectures on Logic from being delivered during the past Session; but his Excellency has issued such instructions as will secure proper Courses in this branch and in Metaphysics during the next Winter.

5. Referring to the different Faculties, I give the Official Returns of Numbers and Classes as have been made out from the Roll-book, and authenticated by the Registrar:—

Number of Matriculated Students attending Second Session, ...	...	54
" Students who Matriculated in October and November, 1850, ...	...	55
Admitted a Student of Second Year, <i>ad eundem</i> , from T.C.D., ...	...	1
Total Matriculated Students attending this Session, ...	...	110
" Non-Matriculated Students " ...	...	74
Total Number of Students " ...	...	184

#### SCHOLARS.

Arts Scholars of First Year, Science Division, ...	...	12
" " " Literary " ...	...	12
" Second Year, Science " ...	...	5
" " " Literary " ...	...	10
Total Number of Scholars in Arts, ...	...	39
Medical Scholars of First Year, ...	...	2
" Second Year, ...	...	2
Total Number of Medical Scholars, ...	...	4
Law Scholar of First Year, ...	...	1
" Second Year, ...	...	1
Total Number of Law Scholars, ...	...	2
Civil Engineering Scholar of Second Year, ...	...	1
Total Number of Civil Engineering Scholars, ...	...	1
Agricultural Scholars of First Year, ...	...	2
" Second Year, ...	...	2
Total Number of Agricultural Scholars, ...	...	4
Total Number of Scholars, ...	...	50

#### NUMBER OF STUDENTS ATTENDING THE SEVERAL CLASSES.

GREEK.—First Year, Students Matriculated, ...	...	44
" Second Year, " " ...	...	25
" Non-Matriculated Students, ...	...	5
Total attending Greek Class, ...	...	74
LATIN.—First Year, Matriculated Students, ...	...	44
" Second Year, " " ...	...	24
" Non-Matriculated, " ...	...	4
Total attending Latin Class, ...	...	72



ENGLISH LITERATURE.—Matriculated,	...	...	...	44
"                    Non-Matriculated,	...	...	...	2
Total Number attending English Literature,	...	...	...	46
MODERN LANGUAGES.—Matriculated, ...	...	...	...	55
"                    Non-Matriculated,	...	...	...	2
Total attending Modern Languages,	...	...	...	57
MATHEMATICS.—First Year, Matriculated,	...	...	...	50
"                    Second Year, ...	...	...	...	8
"                    Non-Matriculated,	...	...	...	7
Total attending Mathematics,	...	...	...	65
NATURAL PHILOSOPHY.—Matriculated,	...	...	...	19
"                    Non-Matriculated,	...	...	...	25
Total attending Natural Philosophy,	...	...	...	44
CHEMISTRY.—Matriculated,	...	...	...	44
"                    Non-Matriculated,	...	...	...	9
Total attending Chemistry Class,	...	...	...	53
PRACTICAL CHEMISTRY.—Matriculated,	...	...	...	5
"                    Non-Matriculated,	...	...	...	2
Total attending Practical Chemistry,	...	...	...	7
LABORATORY.—Pupils engaged in Chemical Analysis,	...	...	...	6
Total engaged in Chemical Analysis,	...	...	...	6
NATURAL HISTORY (Zoology and Botany).—Matriculated,	...	...	...	38
"                    Non-Matriculated,	...	...	...	3
Total attending Natural History,	...	...	...	41
MINERALOGY AND GEOLOGY.—Matriculated,	...	...	...	6
CIVIL ENGINEERING.—First Year, Matriculated,	...	...	...	9
"                    Second Year, ...	...	...	...	3
"                    Non-Matriculated,	...	...	...	1
Total attending Civil Engineering,	...	...	...	13
AGRICULTURAL.—First and Second Years,	...	...	...	21
Total attending Agricultural,	...	...	...	21
ANATOMY AND PHYSIOLOGY.—Matriculated,	...	...	...	16
"                    Non-Matriculated,	...	...	...	20
Total attending Anatomy,	...	...	...	36
PRACTICAL ANATOMY.—Matriculated, ...	...	...	...	12
"                    Non-Matriculated,	...	...	...	20
Total attending Practical Anatomy,	...	...	...	32
PRACTICE OF MEDICINE.—Matriculated,	...	...	...	4
"                    Non-Matriculated,	...	...	...	13
Total attending Practice of Medicine,	...	...	...	17
PRACTICE OF SURGERY.—Matriculated,	...	...	...	6
"                    Non-Matriculated,	...	...	...	9
Total attending Practice of Surgery,	...	...	...	15

MATERIA MEDICA.—Matriculated,	...	...	...	4
" " Non-Matriculated,	...	...	...	10
Total attending Materia Medica,	...	...	...	14
MIDWIFERY.—Matriculated,	...	...	...	2
" Non-Matriculated,	...	...	...	8
Total attending Midwifery,	...	...	...	10
MEDICAL JURISPRUDENCE.—Matriculated,	...	...	...	4
" " Non-Matriculated,	...	...	...	4
Total attending Medical Jurisprudence,	...	...	...	8
LAW.—First Year, Matriculated,	...	...	...	4
" Second Year, "	...	...	...	6
" Non-Matriculated, ...	...	...	...	6
Total attending Law,	...	...	...	16
JURISPRUDENCE.—First Year, Matriculated,	...	...	...	4
" Second Year, ...	...	...	...	6
" Non-Matriculated, ...	...	...	...	1
Total attending Jurisprudence,	...	...	...	11

Received by the Bursar, for Session 1850-51, from the Students, as Class fees, &c., £1320 10s.

A. DICKEY, *Bursar*.

6. In the First Session of the College, the number of Non-Matriculated Students was 107, and of Matriculated, 85. This large number, at the opening of the College, is to be accounted for partly by the circumstance that many young men, who had previously prosecuted their education at the Royal Institution at Belfast and other places, entered the Queen's College for a year to complete it; partly because a number fell back to compete for the Scholarships; and, to a considerable extent, by the fact that the College not having commenced its operations for a year after the expected period, there existed an accumulation of Students at the time of opening. Taking these circumstances into account, and considering the past Session, by itself, as a fair test of the second year's operations, I speak the sentiments of the Council and Professors in expressing gratification that since the opening of the College, in the Session 1849-50, 287 Students have been enrolled, and that 184 regularly attended during the past year. The Students who Matriculated last Session are young men fresh from the different Preparatory Schools; and it is illustrative of the impulse which has been given to education by the establishment of the College, that these are held by their respective Professors to be fully equal, for their standing, even with those who fell back from different Colleges, and carried some of the First Year's Scholarships.

7. The investigations of comparative merit at the Supplemental, Entrance, and Scholarship Examinations in October last, occupied the Professors several days, and were conducted with great strictness and impartiality. The competition for Honors and Prizes, both at the opening and close of the Session, was remarkably close, and made it difficult, in many instances, for the Examiners to decide on the relative merits of the candidates. I refer to the Appendix, No. 1, for an outline of the subjects of examination for Scholarship, in October next, which are being, during the present recess, prepared by Students of the past two years. I must here remark, that as Students advance into their second and third years, the

Course will be extended, proportionably to their intellectual maturity, and advancement. In order to show the amount of labour that has been accomplished, and to give some idea of the nature of the different courses pursued, I think it right to insert a programme of the leading subjects:—

## COLLEGE LECTURES.

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### THE GREEK LANGUAGE.

1850-51.—CHARLES MACDOUALL, A.M.

For Students of the First Year, the Greek Class met at 10 A.M. on Tuesdays, Thursdays, and Saturdays, during the College Terms.

The subjects of Lectures during the Session 1850-51, were

XENOPHON.—Anabasis, Book IV.

THE ILIAD.—Book XXIV.

EURIPIDES.—Bacchæ.

There was also a Class at the same hour on Wednesdays and Fridays, attendance on which was voluntary. The subjects of Lectures in it, during the past Session, were

EURIPIDES.—Hippolytus.

PLATO.—Apologia Socratis.

For Students of the Second Year, the Greek Class met at 11 A.M. on Mondays and Wednesdays, during the College Terms.

The subjects of Lectures during the Session 1850-51, were

HERODOTUS.—Book I.

SOPHOCLES.—Œdipus Coloneus.

THE ODYSSEY.—Book XI.

### THE LATIN LANGUAGE.

1850-51.—REV. CHARLES PARSONS REICHEL, M.A.

For Students of the First Year, the Latin Class met at 12 noon, on Mondays, Wednesdays, and Fridays, during the College Terms.

The subjects of Lectures for the Session 1850-51, were, during the

FIRST TERM.—Horace—Odes.

SECOND TERM.—Livy—Books IV. and V.

THIRD TERM.—Cicero, pro Lege Mamilia, and pro Milone.

There was also a Class for more advanced Students at the same hour, on Tuesdays and Thursdays in which were read during the

FIRST TERM.—Horace and Juvenal.

SECOND TERM.—Juvenal and Terence.

THIRD TERM.—Terence and Tacitus.

Attendance on this latter Class was entirely voluntary.

For Students of the Second Year, the Latin Class met at 11 A.M. on Tuesdays and Thursdays, during the College Terms.

The subjects of Lectures for the Session of 1850-51, were, during the

FIRST TERM.—Tacitus—Annals, Book II.

SECOND TERM.—Tacitus and Cicero, Actiones Verrinæ.

THIRD TERM.—Cicero and Juvenal.

### MATHEMATICS.

1850-51.—WILLIAM PARKINSON WILSON, M.A. F.C.P.S.

For Students of the First Year, this Class met at 9 A.M. on Tuesdays, Thursdays, and Saturdays, during the College Terms.

The subjects of Lectures were, during the

FIRST TERM.—Euclid.

SECOND TERM.—Algebra.

THIRD TERM.—Plane Trigonometry.

There was also a Class for more advanced Students in the same subjects, at 9 A.M. on Wednesdays and Fridays, attendance on which was entirely voluntary.

For Students of the Second Year, the Mathematical Class met at 10 A.M. on Tuesdays, Wednesdays, Thursdays, and Fridays, during the College Terms.

The subjects of Lectures were, during the

FIRST TERM.—Plane Co-ordinate Geometry.

SECOND TERM.—Differential and Integral Calculus, and Newton's Principia, Book I. Sections I. II. III.

THIRD TERM.—Differential Equations and Analytical Geometry of three dimensions.

## THE ENGLISH LANGUAGE.

GEORGE LILLIE CRAIK, A.M.

This Class met at 2 A.M. during the first and second Terms of the Session.

The business of the Class was conducted by Lectures and *viva voce* Examinations, by Critical Readings, and by Written Exercises. The subjects of Lectures were, the general nature of Language and the principles of Universal Grammar—the historical and other external evidence relating to the sources of the English Language—the evidences of its origin to be found in the language itself—the extent to which it has been modified by the intrusion of various foreign elements—and its progressive development from the Norman Conquest to our own day.

## CHEMISTRY.

1850-51.—THOMAS ANDREWS, M.D., F.R.S.

The Lectures were delivered at 3 P.M. on the first four days of each week during the College Session. On every Friday there was an additional Lecture on some of the special applications of the subject, but attendance on this Lecture was voluntary. The course embraced, in addition to Chemistry Proper, the general Properties of Heat, Galvanism, and Electro-Magnetism, together with their more important applications to the Arts.

## PRACTICAL CHEMISTRY.

In this course the Students were instructed in the general methods of conducting Chemical Analysis with special reference to the examination of the animal secretions and of medicinal substances.

## LABORATORY PUPILS.

The Chemical Laboratory was open on five days in each week, during the College Session, from 9 A.M., till 3 P.M., for the purpose of affording practical instruction in Chemical Manipulation and Analysis. The course of instruction was under the direction of the Professor of Chemistry and his assistant, Mr. James Patrick.

## PHYSICAL SCIENCE.

1850-51.—JOHN STEVELLY, LL.D.

### I.—NATURAL PHILOSOPHY.

This Class met at 1 P.M. on five days in each week during the College Terms. The business of this Class consisted of rigorous demonstrations of the principles of Mechanics, Hydrostatics, Pneumatics, Acoustics, Optics, and Astronomy; with occasional experimental illustrations.

### II.—PRACTICAL MECHANICS.

This Class met on Mondays, Wednesdays, and Fridays, during the College Terms. The subjects of Lecture were the practical applications of the principles of Mechanics, Hydrostatics, Hydraulics and Pneumatics, to Architectural and Engineering purposes.

### III.—ELEMENTS OF PHYSICS.

This Class met on Tuesdays and Thursdays. These Lectures consisted of familiar explanations of the leading principles of Physical Science, requiring little aid from Mathematical Science, but fully illustrated by experiments.

☞ Non-Matriculated Students were admitted to classes I. and III. on the payment of one fee.

### NATURAL HISTORY.

1850-51.—GEORGE DICKIE, M.D.

This Class met at 12 noon.

The Zoological department occupied the first and second Terms of the Session, and comprehended the outlines of the Anatomy and Physiology of Animals, followed by Systematic Zoology and the distribution of Animals.

The Botanical part of the course occupied the last Term, and included Vegetable Anatomy and Physiology, Descriptive Botany, and the Distribution of Plants.

During the last Term, practical excursions into the neighbouring country were made every week.

### GEOLOGY AND MINERALOGY.

1850-51.—FREDERICK M'Coy, Esq.

This Class met at 9 A.M. on Tuesdays, Wednesdays, Thursdays, and Fridays, during the first and second Terms.

The first part of the course was devoted to Geology and Palæontology. The concluding portion was devoted to Mineralogy.

### ANATOMY AND PHYSIOLOGY.

1850-51.—HUGH CARLILE, A.M., M.D., M.R.I.A.

The Lectures were given at 2 P.M. on the first five days of the week, and included the descriptive and structural Anatomy and the Physiology of the various organs of the human body, illustrated by Comparative and Morbid Anatomy, Microscopic views and drawings, and experiments.

THE PRACTICAL ANATOMY included the Anatomical Demonstrations given by the Demonstrator, Dr. Murney, at 12h. 45m. P.M. on the first five days of the week, and the dissections, carried on daily under the superintendence of the Professor of Anatomy and Physiology, the Demonstrator of Anatomy, and the Anatomical Assistant.

### THE PRACTICE OF SURGERY.

1850-51.—ALEXANDER GORDON, M.D.

The Lectures on Surgery were illustrated by a great variety of drawings, diagrams, morbid preparations, and surgical apparatus. All the capital and minor operations were shown on the dead body.

### ENGLISH LAW.

1850.—ECHLIN MOLYNEUX, A.M.

FOR LAW STUDENTS OF THE FIRST YEAR.—The Lectures on the Law of Property and Principles of Conveyancing took place on the evenings of Monday, Wednesday, and Friday, at ten minutes after 8 P.M. Twenty-four Lectures were given during the Session.

FOR LAW STUDENTS OF THE SECOND YEAR.—The Lectures in Equity and Bankruptcy took place on three evenings in each week, at 7 P.M. Twenty-four Lectures, twelve on the procedure of Courts of Equity and twelve on Equity Jurisprudence were given during the Session.

The books recommended for preliminary study are as follow :—

LAW OF PROPERTY.—Williams on Real Property.  
EQUITY.—Smith's Manual of Equity Jurisprudence.  
COMMON LAW.—Smith's Law of Contracts.

## JURISPRUDENCE AND POLITICAL ECONOMY.

1850-51.—W. NEILSON HANCOCK, LL.D., M.R.I.A.

FOR LAW STUDENTS OF THE FIRST YEAR.—The Lectures on Jurisprudence took place on the evenings of Monday, Wednesday, and Friday, at 7 P.M. Twenty-four Lectures were given during the Session.

FOR LAW STUDENTS OF THE SECOND YEAR.—The Lectures on Civil Law took place on three evenings in each week, at ten minutes after 8 P.M. Twenty-four Lectures were given during the Session.

The Books recommended for preliminary study are as follow :—

JURISPRUDENCE.—Reddie's *Inquiries, Historical and Elementary, in the Science of Law.*

CIVIL LAW.—Bowyer's *Commentaries on Modern Civil Law.*  
Lyon's *Translation of the Institutes of Justinian.*

POLITICAL ECONOMY.—Archbishop Whately's *Lectures.*  
Adam Smith's *Wealth of Nations.*  
Senior's *Political Economy.*  
Burton's *Social and Political Economy.*

8. The general conduct of the Students has been satisfactory, and a very marked improvement has taken place in their attention to academic usages and rules. Means were adopted by the Council, in the early part of the Session, for securing regularity of attendance at all the Lectures and Examinations; and an inspection of each Professor's roll-book is sufficient to show how effective those measures have been. The subjoined Reports of the Deans of Residences will be regarded as highly important, not only because they bear testimony to the religious advantages which the Students have enjoyed, but on account also of the practical and unquestionable proof they afford of the provision that is made in the Collegiate Statutes for the perfect religious instruction of the Students. The references to the good conduct of the Medical Students, and their attendance on the religious exercises prescribed by the Deans, is as gratifying as it is as illustrative of the fact, that few Colleges in the Empire possess the same means of religious instruction, provided the different religious bodies avail themselves of the privileges which are secured to them by statutory enactment. In reference to the subject of religious instruction, I have further to state, that the Rev. William Lupton and the Rev. John Porter, of Belfast, have since the close of the Session been appointed by your Majesty to be Deans of Residences; the former over Students of the Wesleyan body, and the latter over those of the non-subscribing Presbyterian bodies. Both appointments were made in accordance with the wishes of the respective churches of these Gentlemen.

## REPORT OF PRESBYTERIAN DEAN OF RESIDENCES, QUEEN'S COLLEGE, BELFAST.

I have the honor to report that, during the several College Terms now closed for 1850 and 1851, my plan of religious instruction has been as follows :—

The Students committed to my care I convened once a week.

At one meeting I examined on Scripture, alternating the Old and New Testament.

At the next meeting I read and criticised religious essays previously prescribed.

At the third meeting I examined on the Assembly's Catechism with proofs—and in this order I proceeded throughout the several terms.

It gives me much pleasure to report that, in every department, as above stated, the answering was most satisfactory. And, perhaps it may be gratifying to add, that among the religious essays, some of the most distinguished were by *Medical Students*—distinguished alike as specimens of composition, and evidences of religious knowledge.

The moral conduct of the Students, as far as I have heard, know, or believe, has been most exemplary—not a single complaint has reached me from any quarter.

I have the honor to be, Sir,

Your faithful servant,

H. COOKE,

*Dean of Residences for General Assembly.*

*The Very Rev. the President of  
Queen's College, Belfast.*



## REPORT OF EPISCOPAL DEAN OF RESIDENCES.

June, 1851.

DEAR SIR,—At the close of the College Session I take leave to lay before you a Report of the general conduct of the Episcopal Students under my superintendence. I visited the Licensed Boarding-houses regularly, and heard no complaint of any misconduct on the part of the Students; on the contrary, the uniform report was that they conducted themselves most properly.

During the Session the attendance on my Lectures was most regular. I am glad to say that many of the Students who reside with their friends, and whose attendance was not therefore compulsory, have, nevertheless, attended regularly.

During the Session I delivered Forty-seven Lectures, viz.:—Twenty-four to the Second Year's Students, in which we got over "Paley's Evidences of the Truth of Christianity;" and Twenty-three to the First Year's Students, during which we entered into a brief consideration of the authenticity and inspiration of the Old Testament; and, afterwards, took a summary review of each Book from Genesis to Malachi.

I embrace this opportunity of expressing my thanks to yourself, and the Vice-President and Professors for the facility afforded, by which the regular attendance of the Students was secured: their attention during Lecture was most satisfactory, as was evidenced by their general answering on the subject matter of the Lectures.

Having had the experience now of two Sessions, I feel convinced of the wisdom which has made such ample provisions for securing the moral and religious training of the Students; for whilst the Deans' visitations of the Licensed Boarding-houses tend to secure the outward decorum and moral conduct of the Students, the lectures are calculated, under God's blessing, to impress sound religious views.

I regret much that no arrangement has been made, by which the Students, who graduate in the Queen's University, and are intended for the ministry, can be prepared for Orders in the Established Church. If this could be effected it would much enhance the value of these inestimable Institutions.

I am, dear Sir, very truly yours,  
HENRY MURPHY,  
Episcopal Dean of Residences.

*The Rev. the President, Queen's  
College, Belfast.*

9. In collecting materials for this Report, I felt it my duty to put myself into communication with the Deans of the different Faculties, in order to ascertain any particular points to which it might be desirable to draw your Majesty's attention. As the Medical School at Belfast is likely, if properly encouraged and provided for, to be one of the best in the Empire, I feel it my duty to submit in full a reply to my inquiries, which I received from Dr. Carlile, Dean of the Faculty of Medicine:—

MY DEAR PRESIDENT,—Our Session has just terminated; and during its continuance the Students in the different classes have been distinguished by general good conduct, have attended with great regularity the lectures and dissecting-room, and have shown themselves anxious to increase their information by the various means of instruction afforded by the College. I have had considerable experience heretofore of the conduct of Medical Students, and I can safely say, that I have never before encountered so diligent and hard-working a class as that which attended my lectures and the dissections for the past Session.

The Anatomical Museum, which was purchased for £425 from the proprietors of Park-street school, has been of vast assistance in enabling the different Professors to illustrate their lectures, both in its physiological and its pathological departments; it contains many preparations of great value, and is particularly well adapted to the purposes of teaching. The number of preparations in the Museum is considerably larger than that which the Museum presses are fitted to contain, from which results an inconvenient and unsightly over-crowding of the preparations on the shelves. Independently, therefore, of that increase to the Museum, which is to be contemplated from the further prosecution of anatomical inquiries, a larger space for its contents is required.

Much inconvenience has been caused during the past and the previous Session to the Medical Students, by the distance (about an English mile) between the College lecture-rooms and the dissecting-room, involving a great loss of time in going to and fro, and injury to health from exposure to the inclemencies of the winter season. The Students have made frequent complaints of this inconvenience, and some have even left the College, and gone to other schools rather than be subjected to it; and I have no doubt that if it be not obviated it will considerably diminish the numbers of the Medical Classes.

This inconvenience cannot be remedied but by the building of a dissecting-room, and some other suitable anatomical apartments, within the precincts of the College. Medical lectures, requiring to be illustrated by the preparations of the Museum, must be given in its immediate vicinity, as anatomical preparations cannot be carried backwards and forwards, even any distance, without sustaining injury; and there is not, connected with the present dissecting-room, either a place in which such preparations would be safely deposited, or a room in which lectures illustrated by diagrams and large drawings would be properly given. I am persuaded, therefore, that in order to prevent the deterioration of our medical school, the erection by the Government of the buildings I have mentioned, in the immediate vicinity of the College, is imperatively required.

Believe me to be very truly yours,

H. CARLILE.

*To the President of Queen's College, Belfast.*

10. The Dean of the Faculty of Arts placed in my hands the following letter from the Professor of Agriculture, which, owing to the great importance of the subject, I think it proper to record in this Report:—

*Queen's College, Belfast, June 20, 1851.*

DEAR SIR—In reply to your inquiry, I have the pleasure of reporting respecting my department in Queen's College, that since the opening of the agricultural classes the lectures have been attended by twenty-two Students. I look forward to a gradual increase in the attendance, as the public become acquainted with the facilities for obtaining professional knowledge which our College affords to persons desirous of qualifying themselves for the various occupations connected with land. The Students have been furnished chiefly by the middle classes, some of them were the sons of land agents and professional men, who purpose devoting themselves to agricultural pursuits. During the past Session, I delivered six, and occasionally seven lectures weekly, on the theory of agriculture, the practice of agriculture, and the diseases of farm animals and cultivated plants. Frequent examinations also were held, and agricultural reports drawn up by the Students. Excursions were made during the Session to improved farms in the neighbourhood, where I pointed out the methods of cultivation pursued. The Students were also exercised in the construction of drains, &c., on my own farm. Several visits were made to establishments connected with the preparation of the products of the farm and the manufacture of manures. The commencement of a collection of implements, models, plates, and specimens of seeds and crops has been made. We may, I think, fairly anticipate the most beneficial results from the influence which the Students educated in our school of agriculture must in after years exercise upon the industry of this country.

I remain, dear Sir,

Yours faithfully,

JOHN F. HODGES, M.D., F.C.S.,  
*Professor of Agriculture.*

*Professor Wilson, Dean of Faculty.*

11. During the past year, such additions as the funds placed at the disposal of the College enabled us to procure, have been made both to the Library and Museum; but it became more apparent every day that the amount granted by Parliament for both departments, was quite insufficient to provide such a collection of Books, of Apparatus, and Objects, as any College ought to possess, in which so many subjects are taught and illustrated. The remarks of Professor MacDouall, one of the Deans of the Faculty of Arts, are too important to be overlooked:—

*Belfast, April 26, 1851.*

REV. AND DEAR SIR—I cannot help referring to the total inadequacy of our *Library*, for supplying the wants even of the Students (not to speak of others), and to the lack of funds for enlarging the small number of Books which it at present contains. Nowhere, I believe, can Students be found more ardent than ours in quest of knowledge, or more anxious to avail themselves of the works to which they are referred in the College Lectures, but to which their circumstances preclude access unless introduced into the Library. They are expected, and they are preparing, to compete with the alumni of old and opulent Institutions, which, among other great advantages, possess Libraries that have been accumulating during centuries, and, besides that, are entitled to copies of all books entered in Stationers' Hall, or else have an annual grant from the Exchequer for the very purpose of extending and improving their literary stores. But, while the sum granted for the purchase of our Books has been expended with foresight, diligence in choice, and economy in bargaining, so that we have, I believe, secured the greatest attainable advantages, yet after all so small was the dividend allotted to the several departments that we remain destitute—I do not say of the costly and voluminous works, repositories of ancient lore and modern research, which must be the growth of ages, but—of very many which are most indispensable for daily use, and the want of which is most discouraging to those who would most assiduously avail themselves whether of the lending or of the consulting portion of the Library; and, even when the most advantageous opportunities occur for making purchases, we are constrained to let them pass one after another. These facts, known to you as to all of us, I have noticed to show the urgent necessity for some permanent provision, however limited, being made as early as possible; and I hope it may be in your power to bring the matter before the favorable consideration of the Government, to whom the prosperity of the Queen's College is and must be a matter of deep concern.

I remain, reverend and dear Sir,

Yours respectfully and truly,

CHARLES MACDOUALL,  
*Dean of Lit. Div. of Faculty of Arts.*

12. The Governors of the Observatory at Armagh having generously offered to the College, provided your Majesty should approve of the transfer, some duplicate Instruments which once formed part of the apparatus in the Kew Observatory, and were afterwards presented to them by your Majesty's Royal Uncle, His Excellency the Lord Lieutenant put himself into communication with your Majesty and the Primate on the subject, and the permission being



graciously granted, that Prelate was pleased to convey to me the resolution of the Governors, assigning the Instruments for the use of the College, so long as they should be applied to their appropriate purposes. I have now the gratification of stating that, owing to the exertions of Professors Wilson and Stevelly, to whose departments this present especially belongs, aided by the influence and zeal of the Vice-President, an Observatory is being erected by private contributions, on the College grounds, in which these Instruments, and others of a similar kind that may be obtained, will in a short time be deposited, for the benefit of science and the advantage of the College. On account of this mark of favour, as well as of the substantial benefit it confers, the College Authorities are deeply grateful to your Majesty for permission of the transference, and to the Primate and Governors of the Armagh Observatory for having proposed and effected it on proper and encouraging conditions.

13. During the first Collegiate Session, the President of the Royal Irish Academy, Dr. Lloyd, expressed a desire, on the part of that body, for the co-operation of the College, in carrying out some comparative meteorological observations. At the time, we were not in a position to respond practically to this invitation. A few months ago, however, measures were adopted for effectuating this desirable object, and I have now to report, that observations, through the aid of excellent instruments, are being taken regularly at the College, whose results shall be conveyed from time to time to the President and Directors of the Royal Irish Academy.

14. As another matter of detail, it may be useful to remark, that the College has experienced much advantage by the establishment of a Lithographic Printing Press within its own walls for Collegiate purposes. The Professors are thus enabled to have all their Examination Papers struck off and corrected under their own inspection, and with such guarantees of protection as secure from all chance of divulgence the questions which they propose to submit to the different Classes about to be brought under Examination. Another benefit results from this, that each Professor claiming his turn for printing, has, of necessity, his papers made up in proper time, which immediately after the Examination are lodged with the Registrar.

15. I take leave to submit, in the Appendix, a number of the questions which were proposed to the Students of the first and second years, during the past winter, and, in doing so, I feel assured that the Papers prepared by the different Professors are worthy of themselves and the important departments over which they preside. The oral mode of examination continues to be combined, to some extent, with the use of printed papers, and, perhaps this union affords the best means of testing the qualifications and relative merits of the Students.

16. In concluding this Report, I am enabled to bear testimony, that if it be the object of the supporters of these Institutions to have Science elevated and extended—habits of Industry and Order inspired—Religion honored and illustrated—social harmony and good will promoted; and all by a system which teaches the young, whilst respecting their own characters and rights, to reciprocate to others what they claim for themselves—if it be the patriotic desire to qualify the rising generation for individual exertion, and for mutual co-operation in matters, national and public—these ends have been gained to the extent

of the operation and influence of the Colleges. They shall yet have their full measure of accomplishment, provided the beneficent scheme of the foundation of these valuable Establishments be carried out with the same decision that has secured their first success, and in a spirit of impartiality similar to that which has already won the approbation of friends, and disarmed the hostility of many opponents.

All of which is testified on behalf of Queen's College, Belfast, by your Majesty's most dutiful servant,

P. SHULDHAM HENRY, D.D.

*President.*

*Queen's College, Belfast,  
20th July, 1851.*

# APPENDIX No. 1.

## SCHOLARSHIPS.

In October, 1851, the Scholarships are allocated as follow :—

Forty-five, of the value of £24 each, to Students of the Faculty of Arts.  
Six, of the value of £20 each, to Students of the Faculty of Medicine.  
Three, of the value of £20 each, to Students of the Faculty of Law.  
Two, of the value of £20 each, to Students of Civil Engineering.  
Four, of the value of £15 each, to Students of Agriculture.

Of the Forty-five Junior Scholarships appropriated to the Faculty of Arts—

Twenty-four will be awarded for proficiency in Literature, viz. :—

Eight, to Students commencing the First year of their course.

Eight,               "               "               Second               "

Eight,               "               "               Third               "

Twenty-one, for proficiency in Science, viz. :—

Seven, to Students commencing the First year of their course.

Seven,               "               "               Second               "

Seven,               "               "               Third               "

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### SUBJECTS OF EXAMINATION FOR LITERARY SCHOLARSHIPS OF THE SECOND YEAR. OCTOBER, 1851.

#### THE GREEK LANGUAGE.

*Euripides*—Hippolytus and Bacchæ.

*Plato*—Selections by Dr. Wm. Smith.

*Demosthenes*—De Corona.

Composition in Prose or Verse.

#### THE LATIN LANGUAGE.

*Horace*—The Odes. Books III. and IV., and the Carmen Sæculare.

*Cicero*—The Orations. Pro Lege Manilia, and Pro Milone.

*Livy*—Books IV. and V.

*Tacitus*—The Annals. Book I.

*Juvenal*—Satires III., VIII., and X.

*Terence*—Andria and Adelphi.

Composition in Prose or Verse.

#### MODERN LANGUAGES.

##### FRENCH.

*Racine*—Athalie.

*Montesquieu*—La Grandeur des Romains.

Translation from French into English.

Translation from English into French.

History of French Literature during the Age of Louis XIV.

Or,

##### GERMAN.

*Schiller*—Wilhelm Tell.

Translation from German into English.

Translation from English into German.

History of German Literature from the year 1500 till the year 1800.

#### THE ENGLISH LANGUAGE.

The Origin, Progress, and Formation of the English Language.

English Composition.

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### SUBJECTS OF EXAMINATION FOR LITERARY SCHOLARSHIPS OF THE THIRD YEAR. OCTOBER, 1851.

#### THE GREEK LANGUAGE.

*Homer*—The Odyssey. Books IX., X., XI.

*Herodotus*—Book I.

*Sophocles*—Edipus Rex and Edipus Coloneus.

*Plato*—Gorgias.

Original Composition in Greek Prose.

Original Composition in Greek Verse.

## THE LATIN LANGUAGE.

*Cicero*—*Actiones Verrinae*, de *Prætura Urbana* and de *Signis*.*Tacitus*—The *Annals*. Books II., III., and IV.*Horace*—The *Epistles*.*Juvenal*—*Satires* I., IV., V., VII., XI., XII., XIII., XIV., XV., XVI.

Composition in Latin Prose.

Composition in Latin Verse.

## MODERN LANGUAGES.

## FRENCH.

*Voltaire*—*Henriade*.

Translation from French into English.

Translation from English into French.

History of French Literature.

Or,

## GERMAN.

*Goethe*—*Torquato Tasso*.

Translation from German into English.

Translation from English into German.

History of German Literature.

## THE ENGLISH LANGUAGE.

Outlines of the History of English Literature from the time of Chaucer.

Original Essays in English.

## APPENDIX No. 2.

## EXAMINATION FOR SCIENCE SCHOLARSHIPS OF THE FIRST YEAR.

OCTOBER, 1850.

1. State the rule for adding vulgar fractions, and explain the reason of every process in it: add together  $\frac{2}{3}$  of  $\frac{1}{4}$  of £1 and  $\frac{5}{6}$  of  $\frac{1}{2}$  of a guinea, and express the sum as a fraction of 19s.

2. Reduce  $\frac{1407}{2211}$ ,  $\frac{1792}{2048}$ , and  $\frac{19527}{23667}$ , to their lowest terms.

3. Explain carefully the meaning of a decimal fraction; state the rules for pointing in the multiplication and division of decimals; divide the product of 3.04, .201 and .0152 by the product of 573.005 and .000754 correctly to four places of decimals.

4. Find the decimals equivalent to

$$1 + \frac{1}{1} + \frac{1}{1.2} + \frac{1}{1.2.3} + \frac{1}{1.2.3.4} + \frac{1}{1.2.3.4.5} + \frac{1}{1.2.3.4.5.6} \text{ and } 2\left(\frac{1}{5} + \frac{1}{3 \times 5^3} + \frac{1}{5 \times 5^5} + \frac{1}{7 \times 5^7}\right).$$

5. The French mètre is equal to 1.093633 yards and the Prussian foot is equal to 12.356 inches. Express the French mètre in Prussian feet.

6. Reduce .44... and .0123131... to vulgar fractions.

7. Divide  $p^3 + pq + 2pr - 2q^2 + 7qr - 3r^3$  by  $p - q + 3r$ ; and simplify as much as possible the following expressions:

$$\frac{2x^3 + 8x^2y + 16xy^2 + 16y^3}{8x^3 + 4xy - 24y^3},$$

$$\left(\frac{x - \frac{y}{b}}{a - \frac{z}{c}}\right)^{\frac{z}{c}} + \left(\frac{x - \frac{z}{c}}{a - \frac{y}{b}}\right)^{\frac{y}{b}} + \left(\frac{y - \frac{z}{c}}{b - \frac{x}{a}}\right)^{\frac{x}{a}},$$

$$\frac{1}{1 + x^{m-n} + x^{m-p}} + \frac{1}{1 + x^{n-m} + x^{n-p}} + \frac{1}{1 + x^{p-m} + x^{p-n}},$$

8. Extract the square roots of  $4x^2z^2 + 12xyz + 9y^2$  and  $4a^2 + 9b^2 + c^2 + 4ac - 12ab - 6bc$ .

9. Show that  $\frac{a+x}{a}$  is greater than  $\frac{4x}{a+x}$ .

10. Solve the equations—

$$\frac{a-b}{x-c} = \frac{a+b}{x+2c},$$

$$\sqrt{12+x} = 2 + \sqrt{x}$$

$$\begin{cases} x+ay=b \\ ax-by=c \end{cases}$$

$$\sqrt{(1+x)^2 - ax} + \sqrt{(1-x)^2 + ax} = x,$$

$$\frac{16}{x^{\frac{3}{2}}} + \frac{x^{\frac{1}{2}}}{2} = \frac{6}{x^{\frac{1}{2}}},$$

$$x(x^2 - 4) + x - 2 = 0.$$

11. A person performs two-sevenths of a piece of work in 13 days; he then receives the assistance of another person and the two together finish it in six days; in what time could each do it separately?

12. The product of two numbers added to their sum is 23; and 5 times their sum taken from the sum of their squares leaves 8; find their numbers.

13. When are quantities said to be in geometrical progression? Prove the expression for the sum of  $n$  terms of a geometrical series: sum the following series:

$$2+7+12+\dots \text{to } 101 \text{ terms,}$$

$$17+\frac{49}{3}+15\frac{2}{3}+\dots \text{to } 51 \text{ terms,}$$

$$8+20+50+\dots \text{to } 7 \text{ terms,}$$

$$3+9\frac{1}{3}+3\frac{1}{3}+\dots \text{to } n \text{ terms.}$$

14. How many different signals may be made by 12 different flags hoisted 4 at a time above each other?

1. If a circle be described on the radius of another circle, show that any straight line drawn from the point where they meet to the outer circumference, is bisected by the interior one.

2. Show that, if two circles touch each other externally or internally, two straight lines drawn through the point of contact will intercept arcs the chords of which are parallel.

3. Show that, if from any point without a circle lines be drawn touching it, the angle contained by the tangents is double the angle contained by the line joining the points of contact and the diameter through one of them.

4. Define an angle, and explain how angles are represented numerically: when a right angle is represented by  $\frac{\pi}{2}$ , what is the angular unit?

5. Define the sine and secant of an angle, and prove the formulæ—

$$\sin A = \sin(180^\circ - A),$$

$$\sin A = \frac{\tan A}{\sqrt{1 + \tan^2 A}},$$

$$\operatorname{cosec}^2 A - \cotan^2 A = 1.$$

6. Find the sine and cosine of  $30^\circ$ , and write down the sines and cosines of  $60^\circ$ ,  $120^\circ$ ,  $330^\circ$ ,  $690^\circ$ , and  $750^\circ$ .

7. Prove the formulæ—

$$\sin(A-B) = \sin A \cos B - \cos A \sin B,$$

$$\cos^2 A = \frac{1 + \cos 2A}{2},$$

$$\frac{\sin A + \sin B}{\sin A - \sin B} = \frac{\tan \frac{1}{2}(A+B)}{\tan \frac{1}{2}(A-B)},$$

and show that if  $A+B+C=180^\circ$ ,  $\cot A + \cot B + \cot C = \cot A \cot B \cot C + \operatorname{cosec} A \operatorname{cosec} B \operatorname{cosec} C$ .

8. Explain what is meant by the logarithm of a number. Describe a table of logarithms. What is the use of the table of proportional parts?

Having given  $\log_{10} 73510 = 8663464$  and  $\log_{10} 73511 = 8663523$ , construct a table of proportional parts, and find the logarithms of 7351092 and 7351047.

9. Show that the sides of any triangle have the same ratio to each other that the sines of the opposite angles have. Hence show that in any triangle  $\tan \frac{1}{2}(A-B) = \frac{a-b}{a+b} \cot \frac{C}{2}$ , where  $a$  and  $b$  are the sides opposite respectively to  $A$  and  $B$ .

10. The sides of a triangle are 82471 and 63529 chains, and the included angle is  $43^\circ.10'$ ; find the remaining angles to the nearest second, having given

$$\log 18942 = 4.2774258, \quad L \tan 68^\circ.25' = 10.4027530,$$

$$\log 146 = 2.1643529, \quad L \tan 18^\circ.9'.20'' = 9.5157731,$$

$$L \tan 18^\circ.9'.30'' = 9.5158442.$$

11. Find the radius of the circle inscribed in a triangle in terms of the sides of the triangle.

## EXAMINATION FOR SCIENCE SCHOLARSHIPS OF THE SECOND YEAR.

OCTOBER, 1850.

1. State and prove the rule for finding the highest common divisor of two algebraical quantities, so as to show in what cases factors may be omitted from the partial quotients.

Find the highest common divisor of

$$6a^4x^3 - 10a^2x^2y - 9a^2x^2y^2 + 15ax^3y^3, \text{ and } 10a^4xy^2 - 15a^2y^4 + 8a^2x^2y^3 - 12axy^5.$$

2. Show that the equation  $x^2 + px + q = 0$  cannot have more than two different roots; and find the relations between  $p$  and  $q$ , that the roots may be real and different, real and equal, or impossible.

If  $\sqrt{3} + 2\sqrt{-1}$  is the root of an equation with rational coefficients, write down the other roots, and construct the equation.

3. Define harmonical progression. If  $a$  and  $b$  are the first and second terms of a series of quantities in harmonical progression, find the  $n$ th term.

4. Sum the following series:

$$\frac{n-1}{n} + \frac{n-2}{n} + \frac{n-3}{n} + \dots \text{to } n \text{ terms,}$$

$$1^2 + 2^2 + 3^2 + \dots \text{to } n \text{ terms,}$$

$$1.2 + 2.3 + 3.4 + \dots \text{to } n \text{ terms,}$$

$$25 + 10 + 4 + \dots \text{to infinity,}$$

$$1 + 3x + 5x^2 + 7x^3 + \dots \text{to } n \text{ terms.}$$

5. In certain positions the hour hand and minute hand of a clock could occupy each other's places consistently with the mechanical connexion between them: how often does this occur in 12 hours?

6. The  $n$ th term of a series is  $\frac{n(n+1) \dots (n+r-1)}{1.2.3 \dots r}$ ;

show that the sum of  $n$  terms is  $\frac{n(n+1) \dots (n+r)}{1.2.3 \dots (r+1)}$ .

7. How many different sums can be formed with a farthing, a penny, a sixpence, a shilling, a halferown, a crown, a sovereign, and a guinea?

8. Find the number of permutations of  $n$  things when  $p$  are of one sort and  $q$  of another, and all the rest are different.

9. Show that, if

$$A + Bx + Cx^2 + \dots + Mx^m = A' + B'x + C'x^2 + \dots + M'x^m$$

for more than  $m$  different values of  $x$ ,  $A=A'$ ,  $B=B'$ , &c.

Hence show that

$$\begin{aligned} \{1 + mx + \frac{m(m-1)}{1.2}x^2 + \&c.\} \{1 + nx + \frac{n(n-1)}{1.2}x^2 + \&c.\} \\ = 1 + (m+n)x + \frac{(m+n) \cdot (m+n-1)}{1.2}x^2 + \&c. \end{aligned}$$

for all values of  $m$  and  $n$ ; assuming the Binomial Theorem in the case of the index being a positive integer.

10. Find the present value of the reversion of a freehold estate worth £ $A$  a year, of which possession will be obtained at the end of 10 years, reckoning compound interest at five per cent.

11. Explain the terms "continued fraction," "partial quotient," "complete quotient," "convergent," and show that if  $\frac{p}{q}$  and  $\frac{p'}{q'}$  are two consecutive convergents to the value of a continued fraction,  $p'q - pq' = \pm 1$ . Express  $\sqrt{17}$  as a continued fraction and find the limits of the error of the fourth convergent.

12.  $A, B, C, D$ , are witnesses whose judgment may be relied on twice out of three times; what is the probability of a fact, (i) which they agree in asserting; (ii) which  $A$  asserts, having received it by tradition from  $B, C, D$ ; (iii) which  $A$  asserts and  $B$  denies, each having received it by tradition from  $C$  and  $D$ ?

1. Show that if two straight lines are parallel, and one of them is perpendicular to a plane, the other is perpendicular to the same plane.

2. Define an ellipse, and show from your definition that a line bisecting the angle between one focal distance and the other produced meets the ellipse but does not cut it.

3. Define an angle, and explain how the definition is extended to angles greater than two right angles. Find a general expression for all angles which have the same sine as  $a$ . Find a general expression for all values of  $x$  which satisfy the equation  $4 \sin^2 x = 3$ .



4. Prove the following formulæ:—

$$\cos 3A = 4 \cos^3 A - 3 \cos A,$$

$$\tan^4 A = \frac{\sin^2 2A - 4 \sin^2 A}{\sin^2 2A + 4 \sin^2 A - 4},$$

$$\sin^{-1} \frac{3}{5} + \sin^{-1} \frac{4}{5} = \frac{\pi}{2},$$

$$\tan^{-1} \frac{t_1 - t_2}{1 + t_1 t_2} + \tan^{-1} \frac{t_2 - t_3}{1 + t_2 t_3} + \dots + \tan^{-1} \frac{t_{n-1} - t_n}{1 + t_{n-1} t_n} = \tan^{-1} t_1 - \tan^{-1} t_n.$$

5. Eliminate  $\theta$  from the equations

$$m = \operatorname{cosec} \theta - \sin \theta,$$

$$n = \sec \theta - \cos \theta,$$

and  $\theta$  and  $\phi$  from the equations

$$\cos^2 \theta = \frac{\cos \alpha}{\cos \beta}, \quad \cos^2 \phi = \frac{\cos \gamma}{\cos \beta}, \quad \frac{\tan \theta}{\tan \phi} = \frac{\tan \alpha}{\tan \gamma}$$

6. If  $a, b, c$ , are the sides of a triangle  $ABC$ , opposite respectively to  $A, B$ , and  $C$ , show that

$$\frac{\operatorname{vers} A}{\operatorname{vers} B} = \frac{a(a+c-b)}{b(b+c-a)}, \quad \text{and} \quad \frac{\cot \frac{B}{2} + \cot \frac{C}{2}}{\cot \frac{A}{2}} = \frac{2a}{b+c-a}$$

7. If through a point  $O$  within a triangle three straight lines be drawn from the angles  $A, B, C$  meeting the opposite sides in  $D, E, F$ , respectively, show that

$$\frac{OD}{AD} + \frac{OE}{BE} + \frac{OF}{CF} = 1.$$

8. The distance between the centres of two wheels is  $a$ , and the sum of their radii is  $c$ ; find the length of a string which crosses between them and just wraps round them.

9. From the top of a hill I observe two milestones on the level ground in a straight line before me, and find their angles of depression to be respectively  $5^\circ$  and  $15^\circ$ : find the height of the hill in yards, having given

$$L \sin 5^\circ = 8.9402960,$$

$$\log 12990 = 4.1136092,$$

$$L \sin 10^\circ = 9.2396702,$$

$$\log 12991 = 4.1136426,$$

$$L \sin 15^\circ = 9.4129962.$$

10. Show that  $L \cos A - L \cos (A+h) = \frac{1}{\log_e 10} (\tan A \cdot h + \frac{1}{2} \sec^2 A \cdot h^2 + \&c.)$

Hence prove the rule of proportional parts, and explain in what cases it is inapplicable.

11. Find the sum of  $n$  terms of the series

$$\sin A + \sin (A+B) + \sin (A+2B) \dots$$

1. Explain how the position of a point in a plane is represented analytically, and define the term "co-ordinates" so as to apply to points in any position.

Indicate by a figure the positions of the points

$$(x=a, y=3a); (x=2a, y=-a); (x=-a, y=2a).$$

2. Find the positions of the points whose co-ordinates are determined by the two equations  $x^2+y^2=a^2$ ,  $x^2-y^2=a^2$ , the axes being rectangular. If the former equation only were given, what should we know of the position of the point?

3. Explain carefully how a single equation represents a continuous line either straight or curved. Find from the equations the nature of the lines represented by

$$\frac{x}{a} + \frac{y}{b} = 1, \quad \text{and by } y^2 = 2lx.$$

4. Draw the straight lines  $y=3x+a$ ,  $5y-4x=0$ ,  $y-3a=5x+2a$ ,  $2x+3a=0$ .

5. Find the equation to a line which passes through the point  $(x=2a, y=5a)$  and through the intersection of the lines  $3y-x=0$ , and  $2x+y=a$ .

6. Find the general equation to a circle, and show that the line joining the points of intersection of two circles is at right angles to the line joining their centres.

7. Define the term "tangent to a curve," and explain how its equation may be found: find the equation to the tangent to the curve  $y^2=2l(a-x)$ .

8. Find the points at which the curves  $y^2=2lx$  and  $y^2=2l(l-x)$  meet, and the angle at which they cut one another.

9. Define an ellipse, and find its polar equation, the focus being the pole.

Find the position and magnitude of the ellipse whose equation is

$$\frac{1}{r} = \frac{\mu}{h^2} \{1 + e \cos (\theta - \dots)\}.$$

10. If from a point  $P$  two tangents are drawn to an ellipse, and  $QR$  is the line joining the points of contact, show that the line joining the points of contact of pairs of tangents drawn from any point in  $QR$  will pass through  $P$ .

11. Explain fully what is meant by an asymptote; find the position of the asymptotes to the hyperbola; and the equation to the hyperbola referred to its asymptotes.

12. The corner of a page is turned down, so that the triangle formed is of constant area  $a^2$ : find the locus of the angular point, and determine the shape of the curve.

## EXAMINATION FOR LITERARY SCHOLARSHIPS OF THE FIRST YEAR.

OCTOBER, 1850.

### PROFESSOR MACDOUALL.

#### XENOPHON'S ANABASIS—Books I. II. III.

Εντεῦθεν ἐξελαύνει διὰ τῆς Ἀραβίας τὸν Εὐφράτην ποταμὸν ἐν δεξιᾷ ἔχων σταθμοὺς ἐρήμους πέντε παρασάγγας τριάκοντα καὶ πέντε· ἐν τούτῳ δὲ τῷ τόπῳ ἦν μὲν ἡ γῆ πεδίων ἅπαν ὁμαλόν, ὥσπερ θάλαττα, ἀφινθίου δὲ πλήρες· εἰ δὲ τι καὶ ἄλλο ἐνῆν ὕλης ἢ καλῶν, ἅπαντα ἦσαν εὐδῆ, ὥσπερ ἀρώματα· δένδρον δ' οὐδὲν ἐνῆν. Θηρία δὲ παντοῖα, πλείστοι μὲν ὄνοι ἄγριοι, πολλοὶ δὲ στρουθὶ οἱ μεγάλοι ἐνήσαν δὲ καὶ ὠτίδες καὶ δορκάδες. ταῦτα δὲ τὰ θηρία οἱ ἱππεῖς ἐνίοτε ἐδίωκον. καὶ οἱ μὲν ὄνοι, ἐπεὶ τις διώκοι, προδραμόντες ἔστασαν· πολλὴ γὰρ τῶν ἵππων ἔτρεχον ὅαττον· καὶ πάλιν ἐπεὶ πλησιάζοιεν οἱ ἵπποι ταῦτον ἐποίουν· καὶ οὐκ ἦν λαβεῖν, εἰ μὴ διαστάντες οἱ ἱππεῖς θηρῶν διαδεχόμενοι τοῖς ἵπποις. τὰ δὲ κρέα τῶν ἀλικομένων ἦν παραπλήσια τοῖς ἐλαφείοις, ἀπαλώτερα δέ. στρουθὸν δὲ οὐδεὶς ἔλαβεν· οἱ δὲ διώξαντες τῶν ἱππέων ταχὺ ἐπαύοντο· πολλὴ γὰρ ἀπεσπᾶτο φεύγουσα, τοῖς μὲν ποσὶ δρόμῳ, ταῖς δὲ πτέρυξιν, αἶρουσα, ὥσπερ ἰστίῳ χρωμένῃ. τὰς δὲ ὠτίδας, ἂν τις ταχὺ ἀνίστη, ἔστι λαμβάνειν· πέτονται γὰρ βραχὺ, ὥσπερ πέρδικες, καὶ ταχὺ ἀπαγορεύουσι. τὰ δὲ κρέα αὐτῶν ἡδίστα ἦν.

1. (a) Was this work published under Xenophon's name? (b) If his, where and when was it probably written? (c) Where does he refer to a work on the same subject by "Themistogenes?" (d) What hypotheses have been founded upon that reference?

2. (a) What term is the opposite to *ἀνάβασις*? (b) Explain, and illustrate from our own idiom, the application of *ἀνάβασις* to the expedition of Cyrus? (c) How much of this history is occupied with the *ἀνάβασις* in the restricted sense of that term? (d) Name both the Hero and the Author of another "*Ἀνάβασις*" written by an ardent admirer of Xenophon.

3. (a) In what character did Xenophon join the followers of Cyrus? (b) When was he invested with the command of his own division? and when did he virtually become leader of the retreating army? (c) What contemporary Historian, also of Greek origin, does he notice as present at the battle of Cynaxa? and what professional service did that person perform there?

4. (a) Give the date B.C. of the expedition. (b) How many days, of march and rest, elapsed between the start from Sardis and the battle of Cynaxa? (c) In which season of the year did Cyrus set out, and in which was the battle fought?

5. (a) Name, in their order, all the provinces and towns, mentioned by Xenophon, along the route from its commencement to the battle-field. (b) Give the ancient and modern names of the river on whose bank Clearchus and his colleagues were massacred. (c) What region is that called *Ἀραβία* in the above extract?

6. Characterise the modified Attic dialect, and the distinctive phraseology, of this work.

7. Translate the passage.

8. (a) Explain the construction of the four datives *ποσὶ δρόμῳ*, *πτέρυξιν*, *ιστίῳ*. (b) Mention how *αἶρουσα* finds place in the sentence, and supply its object.

9. Explain, from the difference of import, the difference of mode in the phrases *εἰ δὲ τι ἐνῆν*, and *εἰ μὴ θηρῶν*.

10. (a) Parse *ἀνίστη*, and state what particles are compounded in the *ἂν* which introduces it. (b) Give the simpler equivalent to "if," which would be employed before *ἀνίστη* (a various reading), or *ἀνίστησι*, or *ἀνίσταίη*. (c) What would *ἂν τις ἀναστή*, as proposed by one Editor, denote?

11. (a) What is unusual in such combinations as *ἅπαντα ἦσαν*? (b) In what circumstances, generally, are they admitted by purely Attic writers?

12. What remarks would you make upon the vv. ll. *ἀπέπτυ*, *ἀπέσπα*, *ἀπεσπᾶτο*, and upon the combination of *φεύγουσα* with any of them?

13. (a) Trace the shades of meaning in *ἀπαγορεύω*; and (b) mention two verbs, synonymous with it and likewise compounded with *ἀπό*, which exhibit the same transition in sense.

14. (a) Give the exact meaning of the verbs represented by *διαστάντες* and *διαδεχόμενοι*; also of *διάστημα* and *διαδοχή*. (b) Why is an aorist participle employed in the former case, and an imperfect one in the latter?

15. (a) Parse *διώκοι*, *προδραμόντες*, *ἔστασαν*, *λαβεῖν*, *θηρῶν*, *ἀλικομένων*, *ἐπαύοντο*, *φεύγουσα*, *αἶρουσα*, (also *αἶροῦσα*), *πέτονται*. (b) Give the principal tense-forms of the verbs to which they radically belong, and of such synonymes as supply their deficiencies; marking the quantity of doubtful vowels.



16. (a) Elucidate the accentuation of *πεδίον* and *θηρία*; (b) the composition of *εὐώδη*, *ἐνιοτε*, and *ταῦτόν* or *ταυτό* (adding other neuter adjectives which end in either *ον* or *ο*); (c) the formation of the plural *κρέα* and the comparative *θᾶπτον*.

17. (a) What name, compounded of the radical parts of *ὄνος* and *ἄγριος*, is applied to the animal by later Greek and Latin naturalists? (b) Mention any other Greek compounds, instead of which older authors generally use the simple nouns in concord or apposition.

18. (a) Give and illustrate the derivation of *ὠτίς*, collating *ὠτός* or *ὠτος*, and of *δορκάς*, coll. *δράκων*. (b) State the meaning of *στρουθός*, alone or restricted by an epithet; and give the compound of it with the name of another animal which is applied exclusively to the ostrich. (c) Give the Latin designations of the bustard and the ostrich; also, their names in modern languages—especially those descended from Latin; and compare these sets of names with each other.

### ILIAS—Books I.—VI.

Τεθναίης, ὦ Προῦτ', ἥ κάκτανε Βελλεροφόντην,  
ὅς μ' ἔβλεν φιλόστοι μιγήμεναι αὖκ ἰδίουσαν.  
"Ὡς φάτο· τὸν δὲ ἄνακτα χόλις λάβειν, οἷον ἄκουσεν"  
κτείναι μὲν ῥ' ἄλλεῖνι, σιβάσσωτο γὰρ τόγῃ θυμῷ,  
πέμπεσι δέ μιν Λυκίηνδ', ὅρην δ' ὄγῃ σήμαατα λυγρὰ  
γρᾶψας ἐν πίνακι πτυκτῇ θυμοφθόρα πολλὰ·  
διῆξαι δ' ἠνώγει ᾗ σινθεῖν, ὅφρ' ἀσέλοῖτο·  
αὐτὰρ ὁ βῆ Λυκίηνδε θέων ὅπ' ἀμύμονι παμπῇ·  
ἀλλ' ὅτε δὴ Λυκίην ἔξε, ἑάνθον τι μέντα,  
προφρονέας μιν τίε ἄναξ Λυκίης εὐρείης.  
ἐννήμαρ ξείνισσε, καὶ ἐννέα βοῦς ἔρευσεν·  
ἀλλ' ὅτε δὴ δεκάτῃ ἰφάνῃ ῥοδόδακτυλος Ἥως,  
καὶ τότε μιν ἔρεινε, καὶ ἦντι σῆμα ἰδίσθαι,  
ὅτι βὰ εἰ γαμβροῖο πάρα Προίτοις φέροντο.

1. (a) What dialectical meaning, which the word *ὄμηρος* is said to have had, is alluded to in Milton's line, "Blind Melesigenes, hence Homer called?" What is the force of "hence" in that line? (b) Give the true derivation of *ὄμηρος*, and its various shades of meaning, including that of "minstrel." (c) Account for the name *Ὀμηρος* being restricted to the traditionary Author of the *Ilias* and the *Odysseia*.

2. (a) What interval does Herodotus suppose to have separated the Homeric era from his own? (b) What time would you infer, from some notices in the *Ilias*, to have elapsed between its composition and the events which it describes?

3. (a) What date is commonly assigned to the Trojan war? and what to the Argonautic expedition? (b) In the intermediate period, by what enterprises was Argive chivalry signalised according to various legends? (c) *Non semel Ilios vexata*, says Horace: how often was it captured, and by whom?

4. (a) Quote, in any of its varied forms, the elegiac distich which enumerates seven towns, each as emulous to be considered the Poet's birth-place. (b) Refer to any passages in the first six books of the *Ilias* which must have been composed on the Eastern shore of the Ægean Sea.

5. Translate the above passage with accuracy.

6. (a) How does it affect the question as to Homer's acquaintance with the art of writing? (b) Discuss the phrases, *σῆμαατα γράψας*,—*θυμοφθόρα πολλὰ*,—*πίνακι πτυκτῇ*. (c) What further evidence, positive or negative, upon that question, has been extracted from the Homeric poems?

7. (a) Name all the parties to the transaction which this passage records. (b) What sort of missives are, in allusion to it, called "Bellerophontean?" (c) Of what two Scriptural narratives does it, in different points, remind you?

8. Cite other passages, where one course of action is described as continued during nine days, and a critical change as following on the tenth.

9. (a) Restore the letter *F* to every word in the above passage, where analogy and metrical usage seem to warrant it. (b) Adduce any Latin words which retain *V*, although *F* was early lost in the Hellenic forms.

10. (a) To what expressions in Attic prose is the Homeric *μιν* equivalent? (b) What writers use *νιν* with the same latitude? (c) Are there extant traces of a third form, *εν*? (d) Mention any pronouns or particles, Greek or Latin, allied to these several forms.

11. Give any forms of the relative which are interchanged, in Homeric usage, with *ὅς*, *ᾗ*, *ὃ*, throughout the inflexions.

12. (a) How is *ὁ* employed in v. 8, and *τὸν* in v. 3? (b) State the facts respecting the use of *ὁ*, *ᾗ*, *τό*, in Homeric Greek. (c) Illustrate from other languages the original identity of the "demonstrative pronoun" and the "article," and state precisely wherein these come to differ.

13. (a) What extent of meaning has *ὃ* (*ῥοι*) in Homeric Greek? (b) What corresponds to it as a dative plural? (c) In Attic prose, what vocables are substituted for both, in their direct usage, as equivalent to *illi*, *illis*? and which are preferred to them even in the reflexive sense of *sibi*?

14. (a) For the possessive, *ᾗ* (*ῥῳ*), as in v. 7—or *ἐῳ*, as more frequently written,—what is substituted in Attic prose? (b) Render, in Attic, *illius socero* and *suo socero*.

15. Trace the original and derived significations of *σιβάσσωτο*, *ἔρευσεν* (comparing *ἱερεῖον*), *ἀμύμων* (giving its etymon), *ῥοδόδακτυλος*.

16. Parse, and explain peculiarities of formation in, (a) *τεθναίης*, *κάκτανε*, *μιγήμεναι*; (b) *ἠνώγει*, collating *ἄνωγα*, *ἔρρωγα*, &c.; (c) *ἔξε*, with similar forms both Greek and Latin; (d) *ἀλέεινε*, *ἔρεινε*, giving the shorter forms of both verbs; (e) *φάτο*, *πόρεν*, stating the facts as to the Homeric usage of the augment in verbs.

17. (a) State the rule of prosody according to which, while, in v. 7, the final vowel of *ὅφρα* is elided, that of *πενθερῷ* is retained but shortened, and, in v. 12, that of *δεκάτῃ* is preserved and continues long. (b) Show also that no final vowel, in *hiatu*, found in the above lines, violates that rule.

18. For what metrical reasons is final *ν* annexed to *λάβειν*, *πόρεν*? why need it not be attached to *ἔξε*? and why would it be worse than useless after *τίε*?

## EURIPIDES—THE MEDEA, vv. 303–315.

Ἐγὼ δὲ καύσῃ τῇσδε κοινονῶ τύχης.  
 σοφὴ γὰρ οὖσα τοῖς μὲν εἰμ' ἐπιφθονος,  
 ταῖς δ' αὖ προσάπτῃς· εἰμὶ δ' οὐκ ἔγωγε σοφῇ.  
 σὺ δ' οὐ φοβεῖ με μή τι πλημμελὲς πάθῃς.  
 οὐχ ᾧδ' ἔχῃ μοι, μὴ τρέσῃς ἡμῶς, Κρείον,  
 ὥστ' ἱς τυράννοιο ἄνδρας ἐξαμαρτάνειν.  
 σὺ γὰρ τί μ' ἠδίκηκας; ἐξίδου κόρην  
 ὅτῃ σε θυμὸς ἤγεν. ἀλλ' ἐμὸν πόσιν  
 μισῶ· σὺ δ', εἰμαι, σωφρονῶν ἔδρας τᾶδε.  
 καὶ νῦν τὸ μὲν σὺν οὐ φθονῶ καλῶς ἔχειν  
 νυμφεύετ', εὖ πράσσοιτε· τήνδ' ἐκ χθόνα,  
 ἱάτ' ἐμ' οἰκίῃν· καὶ γὰρ ἠδίκημέναι  
 σιγησίμεσθα, κρείσσονων νικώμεναι.

## 1. Translate the passage.

2. Account for the genitives, *τύχης*, vs. 1, and *κρείσσονων*, vs. 13;—the datives, *τοῖς μὲν*—*τοῖς* δέ, vs. 2, 3, *μοι* vs. 5, *ὅτῃ*, vs. 8;—the objectives, *ἡμῶς*, vs. 5, *τί με*, vs. 7, *τὸ σὺν*, vs. 10.

3. Explain the use of the middle voice in *ἐξέδου*; the infinitives, *ἐξαμαρτάνειν* and *καλῶς ἔχειν*;—the alternation of mode in *νυμφεύετε*, *εὖ πράσσοιτε*, *εἴτε*, for which give Latin equivalents.

4. Render in good Latin *οὐχ ᾧδ' ἔχῃ μοι ὥστ' ἐξαμαρτάνειν*;—*τί μ' ἠδίκηκας*;—*ἐξέδου κόρην ὅτῃ σε θυμὸς ἤγεν*;—*τὸ μὲν σὺν οὐ φθονῶ καλῶς ἔχειν*.

5. Mention one or more verbs, each of which singly might be used instead of *οὐ φθονῶ*.

6. Parse the *ἔδρα* found here, and also another one, the meaning of which you will give; and write down the principal tense-forms of each verb that are in use.

7. Give the component elements of *προσάπτῃς*, *πλημμελὲς*, *σώφρων*, with the opposites of the latter two.

8. Give the Latin form of the masculine noun, *πόσις*;—both forms of its adjectival derivative, found only in the feminine, and used like *ἔλτα* in Homeric Greek;—the Latin and English equivalents of the feminine *πόσις*.

9. State the dramatic canon, with its requisite limitations, for the use, by a female personage speaking about herself, of a plural masculine.

## vv. 824—845.

Ἐρεχθεῖδαι τὸ παλαιὸν ἔλβιοι,  
 καὶ βίῳ παῖδες μακάρων, ἱερῶς  
 χάρας ἀπορρήτου· ἀποφειβέμενοι  
 κλεινότηταν σοφίαν, αἰεὶ διὰ λαμπροτάτων  
 βαίνοντες ἀβροῶς αἰθέρος, ἐνθα ποθ' ἀγνὰς  
 ἐνία Πιερίδας Μούσας λίσσονται  
 ξανθὰν Ἀεμονίαν φυτῖναι·  
 ταῦ καλλινίκου· ἀπὸ Κηφισοῦ βοῶς  
 τῶν Κύπριον κλῆζουσιν ἀφυσσάμεναι  
 χάρας καταπνύσσαι μετρίας ἀνέμων  
 ἡδυπνοῦς αὔρας· αἰεὶ δ' ἐπιβαλλομένην  
 χαίταισιν ἐνὶ ὄθῃ βοδίων πλόκων ἐνθέων  
 τῇ σφίρι παρῖδρους σίμπειν ἔρωτας,  
 παντοίας ἀρετᾶς ξυνέργους.

σερ. α.

ἀντ. α.

1. Translate the passage, if not in English verse, at least in poetical phraseology.

2. (a) To what extent are Doric forms employed in the lyric portions of Attic tragedy? (b) Account for their admission.

3. Specify any Epic forms of words that occur in these lines, and give their Attic equivalents.

4. In the third line the reading *ἀπορρήτας* is preferred by some eminent critics:—what have you to remark upon the feminine form assumed by compound adjectives?

5. Distinguish *πάρεδρος*, *σύνεδρος*, *ἐφεδρος*.

6. (a) Who are here termed *Ἐρεχθεῖδαι*,—by Sophocles both *Ἐρεχθεῖδαι* and *Θησεῖδαι*? (b) Who are by Virgil called *Aeneadæ*? (c) Account for such an application of patronymics.

7. Quote any other Classical reference to a clear or foggy atmosphere as influential in forming the intellectual character of a people.

8. Quote any other Classical allusion to a plurality of Loves ministering to the Queen of Beauty.

9. (a) Are nine Muses recognised in the *Iliad*, or the *Odyssey*, or both poems? (b) Who was their mother, according to the myth generally accepted? (c) What English Poet has called them "Harmonia's daughters," in conformity with the Attic legend.

## PROFESSOR REICHEL.

## VIRGIL.

I. Jamque dies nisi fallor adest quem semper acerbum  
 Semper honoratum—sic Di voluistis—habebo.  
 Hunc ego Gætulis agerem si syrtibus exsul  
 Argolicove mari deprensus et urbe Mycenæ  
 Annua vota tamen sollemnesque ordine pompas  
 Exsequerer strueremque suis altaria donis.—ÆN. V. 49—54.

Translate this passage accurately. State the possible constructions of the four last lines, which of these constructions you prefer, and why.

- II. Qualis sæpe viæ depensus in aggere serpens  
 Ærea quem obliquum rota transiit, aut gravis ictu  
 Seminecem liquit saxo lacerumque viator :  
 Nequicquam longos fugiens dat corpore tortus  
 Parte ferox, ardensque oculis, et sibila colla  
 Arduus attollens; pars vulnere clauda retentat  
 Nixantem nodis, seque in sua in membra plicantem;  
 Tali remigio navis se tarda movebat.

ÆN. V. 273—280.

Translate this passage. What various reading is found in the last line but one, and what difference in sense and construction does it produce?

- III. Stat gravis Entellus, nisuque immotus eodem  
 Corpore tela modo atque oculis vigilantibus exit.

Translate this passage.

- IV. Sed non ante datur telluris operta subire,  
 Auricomos quam qui decerpserit arbore fetus.  
 Hoc sibi pulchra suum ferri Proserpina munus  
 Instituit.

ÆN. VI. 140—143.

Translate accurately, and explain the construction of the first two lines. Cite a parallel construction from the Georgics. Translate the passage accurately, *quis* being substituted for *qui* in the second line. What is the force of *suum* in the third line?

- V. Idem ter socios pura circumtulit unda,  
 Spargens rore levi et ramis felicis olivæ  
 Lustravitque viros, dixitque novissima verba.

ÆN. VI. 229—231.

Explain and illustrate the construction in the first line.

Translate the passage.

- VI. Sed te qui vivum casus, age, fare vicissim,  
 Attulerint: pelagine venis erroribus actus?  
 An monitu Divum? an quæ te fortuna fatigat  
 Ut tristes sine sole domos, loca turbida, adires?

ÆN. VI. 531—534.

Translate accurately. Explain the construction in the third line.

- VII. Jamque adeo super unus eram, cum limina Vestæ  
 Servantem, et tacitam secreta in sede latentem  
 Tyndarida aspicio: dant clara incendia lucem  
 Erranti passimque oculos per cuncta ferenti.  
 Illa sibi infestos eversa ob Pergama Teucros,  
 Et pœnas Danaum, et deserti conjugis iras  
 Præmetuens, Trojæ et patriæ communis Erinys,  
 Abdiderat sese, atque aris invisâ sedebat.  
 Exarsere ignes animo: subit ira cadentem  
 Ulcisci patriam et sceleratas sumere pœnas.  
 Scilicet hæc Spartam incolumis patriasque Mycenæ  
 Aspiciet? partoque ibit regina triumpho,  
 Iliadum turba et Phrygiis comitata ministris?  
 Occiderit\* ferro Priamus? Troja arserit\* igni?  
 Dardanium toties sudarit\* sanguine litus?  
 Non ita: namque etsi nullum memorabile nomen  
 Femineæ in pœna est, nec habet victoria laudem;  
 Extinxisse nefas tamen, et sumpsisse merentes  
 Laudabor pœnas; animumque explesse juvabit  
 Ultricis flammæ, et cineres satiasse meorum.

ÆN. II. 567—587.

Translate this passage.

\* In what tense are *occiderit*, *arserit*, *sudarit*, and what is the force of this tense, as here used?

## HORACE,

Carm: I. 37.

Nunc est bibendum nunc pede libero, &c., ending with  
 Non humilis mulier triumpho.

1. Translate.

2. In what year was this ode most probably written? When did the victory it commemorates take place? There is throughout the ode a *suppressio veri*, which in one passage becomes particularly striking? To what do you attribute it? What is the circumstance alluded to in the words, *nec muliebriter expavit ense*?

3. What instances of metrical license occur in this ode?
4. Explain the force of *erat*, in v. 4. Cite parallels from this same book of Odes to the construction of *quidlibet impotens sperare*. What is the force of the word *impotens*?
5. Explain *reparavit* in v. 24, and cite a passage from Horace's Odes, which shows how the word may come to bear this meaning.
6. Explain the construction of v. 29.
7. How many colleges of the Salii were there, and how many in each college? By whom were these colleges respectively instituted, and in honor of whom? What is the name derived from, and with what Greek word is it connected? Cite similar instances.
8. What is the solemnity alluded to in v. 3, 4? Give the derivations of *dapes*, *funus*, *promo*, *monstrum*, *lymphatus*, and the Greek word which most nearly expresses the last of these words.

## HORACE.

### SATIRES.

- I. Si quis deus en ego dicat  
 Jam faciam quod vultis eris tu qui modo miles  
 Mercator tu consultus modo rusticus hinc vos  
 Vos hinc mutatis discedite partibus eia  
 Quid statis nolint atqui licet esse beatis  
 Quid causæ est merito quin illis Juppiter ambas  
 Iratus buccas inflet neque se fore posthac  
 Tam facilem dicat votis ut præbeat aurem  
 Præterea ne sic ut qui jocularia ridens  
 Percurram quanquam ridentem dicere verum  
 Quid vetat ut pueris olim dant crustula blandi  
 Doctores elementa velint ut discere prima  
 Sed tamen amoto quæramus seria ludo.

Translate this passage accurately.

Explain the conjunctive *nolint* and the indicative *licet* in the fifth line. Explain the construction from *præterea* to the end. What is the peculiar force of *olim* in this passage? Do you recollect any passage in which it has the same meaning?

- II. Millia frumenti tua triverit area centum  
 Non trus hoc capiet venter plus quam meus ut si  
 Reticulum panis venales inter onusto  
 Forte rehas humero nihilo plus accipias quam  
 Qui nil portarit.

Translate.

What tenses are *triverit* and *portarit*? Is the construction in the first line necessarily elliptical? A similar idiom is used by the best English authors? What is the exact meaning of *venales*? What is the derivation of *frumentum*?

- III. Decies centena dedisses  
 Huic parco paucis contento quinque diebus  
 Nil erat in oculis

Explain the construction.

Write out the sum specified in Latin in its full form, and also the most usual abbreviation of it.

- IV. Cum tua pervideas oculis male lippus inunctis  
 Cur in amicorum vitiis tam cernis acutum  
 Quam aut aquila aut serpens Epidaurius?

Translate.

What is the force of *male* in this passage? Cite other passages where Horace uses it in the same sense? It sometimes occurs in a precisely opposite sense: how may this be accounted for?

The word *pervideas* appears unsuitable? What does Bentley propose substituting? His emendation, however, is liable to a perhaps fatal objection?

- V. Illuc prævertamur amatorem quod amicæ  
 Turpia decipiunt cæcum vitia aut etiam ipsa hæc  
 Delectant veluti Balbinum polypus Hagnæ  
 Vellem in amicitia sic erraremus et isti  
 Errori nomen virtus posuisset honestum  
 At pater ut gnati sic nos debemus amici  
 Si quod sit vitium non fastidire strabonem  
 Appellat Pætum pater et Pullum male parvus  
 Si cui filius est ut abortivus fuit olim  
 Sisyphus hunc Varum distortis cruribus illum  
 Balbutit Scaurum pravis fultum male talis  
 Parcius hic vivit frugi dicatur ineptus

Et jactantior hic paulo est concinnus amicis  
 Postulat ut videatur at est truculentior atque  
 Plus æquo liber simplex fortisque habeatur  
 Caldior est acres inter numeretur.

Translate accurately, marking the force of *at* in the sixth line.

Explain the construction of the first five lines.

Give the exact meaning (and derivation, when known) of *Strabo*, *Pætus*, *Pullus*, *Varus*, and *Scaurus*.

What is *frugi*?

## VI.

Probus quis

Nobiscum vivit? multum est demissus homo: illi  
 Tardo, cognomen pingui damus.

There are two objections to the passage as written above? How does Bentley emend it?

## VII.

Adsit

Regula, peccatis quæ pœnas irroget æquas:  
 Ne scutica dignum horribili sectere flagello.  
 Nam, ut ferula cædas meritum majora subire  
 Verbera, non vereor.

Translate this passage as the general usage of the language would require.

VIII. Contra Lævinum Valeri genus unde Superbus  
 Tarquinius regno pulsus fuit, unius assis  
 Non unquam pretio pluris licuisse, notante  
 Judice quo nosti populo.

Translate closely, and explain the construction.

What peculiarity is there in the use of *unde* in this passage?

What is the active of *liceo* in meaning?

Do you recollect any other verb of active form meaning passively?

*Judice quo nosti populo*. Cite from Virgil an instance of precisely reverse attraction.

## IX.

Casu tunc respondere vadato

Debedat.

Translate and explain.

## CATO MAJOR.

1. Cite a passage from this dialogue which fixes the date at which it is supposed to have taken place?

2. Mention briefly any particulars you may recollect of the life of Cato. What were his chief literary works? What was the plan of his *Origines*? Who are the other interlocutors in this Dialogue?

3. What are the arguments which Cato uses in it?

4. *O Tite si quid ego adjuro curamve levasso*.

What are *adjuro* and *levasso*? In what conjugations do we find infinitives derived from the latter form?

5. Denique isto bono utare, dum adsit; cum absit, ne requiras: nisi forte adolescentes pueritiam, paullum ætate progressi adolescentiam <sup>debent</sup> <sub>debeant</sub> requirere.

Why is *adsit* used, and not *adest*? Of the two readings, *debent* and *debeant*, which is to be preferred, and why?

6. C. Duillium, M. F., qui Poenos classe primus devicerat, redeuntem a coena senem sæpe videbam puer; delectabatur crebro funali et tibicine, quæ sibi nullo exemplo privatus sumpserat: tantum licentiæ dabat gloria!

Translate.

When, where, and how was this victory gained?

What other meaning has *tibicen*? Mark its quantity.

7. Bene enim majores nostri accubitionem epularem amicorum, quia vitæ conjunctionem haberet, convivium nominarunt; melius, quam Graeci, qui hoc idem tum comotationem, tum concoenationem vocant; ut, quod in eo genere minimum est, id maxime probare videantur.

Translate.

What are the Greek words alluded to?

8. Et pocula, sicut in symposio Xenophontis minuta atque rorantia.

Translate.



**What Greek word does Cato express by *rorantia*?**

CAP. XV.—“Venio nunc,” &c., to “terra fecundior.”

CAP. XVI.—“Semper enim,” &c., to “aucupium atque venatio.”

Translate the above passages, and give the exact meaning and derivations (when known) of *acinus*, *malleolus*, *repastinatio*, *hortus*, *succidia*, *aucupium*.

SALLUST.

“Ea tempestate mihi imperium populi Romani multo maxime miserabile visum est; cui quum ad occasum ab ortu solis omnia domita armis parerent, domi otium atque divitiæ, quæ prima mortales putant, affluerent, fuere tamen cives, qui seque remque publicam obstinatis animis perditum<sup>(1)</sup> irent. Namque duobus senati decretis ex tanta multitudine neque præmio inductus conjurationem patefecerat neque ex castris Catilinæ quisquam<sup>(2)</sup> omnium discesserat; tanta vis morbi, uti tabes, plerosque civium animos invaserat. Neque solum illis aliena mens erat, qui conscii conjurationis fuerant, sed omnino cuncta plebes novarum rerum studio Catilinæ incepta probabat. Id adeo<sup>(3)</sup> more suo videbatur facere. Nam semper in civitate quibus opes nullæ sunt bonis invident, malos extollunt, vetera odere, nova exoptant, odio suarum rerum mutari omnia student; turba atque seditionibus sine cura aluntur, quoniam<sup>(4)</sup> egestas facile habetur sine damno. Sed urbana plebes, ea vero præceps ierat multis de causis. Primum omnium, qui ubique probro atque petulantia maxime præstabant, item alii per dedecora patrimoniis amissis, postremo omnes quos flagitium<sup>(5)</sup> aut facinus domo expulerat, ii Romam sicuti in sentinam confluerant. Deinde multi memores Sullanæ victoriæ quod ex gregariis militibus alios senatores videbant, alios ita divites, uti regio vietu atque cultu ætatem agerent, sibi quisque, si in armis foret, ex victoria talia sperabat. Præterea<sup>(6)</sup> juvenus quæ in agris manuum mercede inopiam toleraverat, privatis atque publicis largitionibus excita urbanum otium ingrato labori prætulit, eos atque alios omnes malum publicum alebat. Quo minus mirandum est homines egentes, malis moribus, maxima spe, republicæ juxta ac sibi consuluisset. Præterea quorum victoria Sullæ parentes proscripti, bona erepta, jus libertatis imminutum erat, haud sane alio animo belli eventum exspectabant. Ad hoc quicumque aliarum atque senati partium erant, conturbati rempublicam quam minus valere ipsi malebant. Id adeo malum multos post annos in civitatem reverterat. Nam postquam Cn. Pompeio et M. Crasso<sup>(7)</sup> coss: tribunicia potestas<sup>(8)</sup> restituta est, homines adolescentes, summam potestatem nacti, quibus ætas animusque ferox erat, cœpere Senatum criminando plebem exagitare, dein largiundo atque pollicitando magis incendere; ita ipsi clari potentesque fieri. Contra eos summa ope nitebatur pleraque nobilitas, Senati specie pro sua magnitudine. Namque, uti paucis verum absolvam, per illa tempora, quicumque rempublicam agitavere, honestis nominibus, alii sicuti<sup>(9)</sup> populi jura defenderent, pars quo senati auctoritas maxima foret, bonum publicum simulantes pro sua quisque potentia<sup>(10)</sup> certabant: neque illis modestia neque modus contentionis erat, utrique victoriam crudeliter exercebant. Sed postquam Cn. Pompeius ad bellum<sup>(11)</sup> maritimum atque Mithridaticum missus est, plebis opes imminutæ, paucorum potentia crevit. Hi magistratus, provincias aliaque omnia tenere: ipsi innoxii,<sup>(12)</sup> florentes, sine metu ætatem agere, ceteros judiciis terrere, qui plebem in magistratu placidius tractarent. Sed ubi primum dubiis rebus novandi spes oblata est, vetus certamen animos eorum arrexit.<sup>(13)</sup> Quod si primo prælio, Catilina superior aut æqua manu discessisset, profecto magna clades atque calamitas rempublicam oppressisset: neque illis, qui victoriam adepti forent, diutius ea uti licuisset quin<sup>(14)</sup> defessis et exsanguibus qui plus posset imperium atque libertatem extorqueret.”

Translate this passage.

1. What is the difference of meaning between *perditum ire* and *perdere*?
2. What is the difference of use between *quisquam* and *aliquis*?
3. What is the precise force of *adeo* in this passage?
4. What is the difference of meaning between *quoniam* and *quia*? Show that the distinctive meaning of *quoniam* results from its derivation?
5. What is the difference of meaning between *flagitium* and *facinus*? What is the proper, and what the derived meaning of *sentina*, and in which of these is it used in this sentence?
6. What is the construction of this sentence with regard to the nominative *juvenus*?
7. What is the date of this consulship?
8. What were the restrictions on the tribunical power whose removal is here meant? By whom had these restrictions been imposed? An important change in the administration of justice was likewise effected during this consulship?
9. What is the sense of *sicuti* here? What is its more usual sense? Express it in these two senses by two corresponding Greek particles?
10. What is the difference between *potentia* and *potestas*?
11. What is meant by *bellum maritimum*? With what powers was Pompey armed for its despatch? And within what space of time did he actually conclude it?
12. In what sense is the word *innoxii* here used? Cite parallel cases.
13. What different shade of meaning would be given by substituting *erexit* for *arrexit* in this passage?
14. What is the derivation of *quin*?

TO BE RENDERED INTO LATIN.

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 his gradual ascent through the honors of the state, he had deserved the favour 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 left 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 langour 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 honors his son Gallienus, a youth whose effeminate vices 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.

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## PROFESSOR CRAIK.

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### HISTORY.

1. State by whom Peisistratus was succeeded in the tyranny of Athens, and explain how the course of events that followed contributed to bring about the first Persian invasion of Greece.
2. State the succession of the kings of Persia, and sketch the history of Asia Minor, from the downfall of the empire of the Medes to the revolt of the Asiatic Greeks in the year B.C. 500, noting the circumstances that led to that revolt, with its course and issue.
3. Recount in order the principal events of the two Persian invasions of Greece.
4. Enumerate the leading causes that, after the expulsion of the Persians, threw the Athenians and Lacedæmonians into opposition, and at last produced the Peloponnesian War.

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1. Relate the history of Marius and Sulla.
  2. Relate the history of Pompey and Cæsar.
  3. Recount the course of the civil wars of Rome from the death of Cæsar to the death of Anthony.

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## EXAMINATION FOR LITERARY SCHOLARSHIPS OF THE SECOND YEAR.

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### PROFESSOR MACDOUALL.

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#### EURIPIDES—ALCESTIS, vv. 170—198.

1. Translate the passage from πάντας δὲ βωμὸν to οὐ λελήσεται.
2. (a) Give the year,—B.C. and also according to the Olympic reckoning,—in which the *Alcæstis* is supposed to have been first exhibited. (b) What are the grounds of this belief?
3. Do we know who contested the prize with Euripides on that occasion, and who was successful?
4. (a) What three other plays is he said to have produced along with the *Alcæstis*? (b) What place did it hold in the tetralogy?
5. (a) Which tragedian first grouped his plays in trilogies and tetralogies? (b) Why was the afterpiece, originally and for some time, a satyr-drama? (c) Which extant play of Euripides presents a complete specimen of the satyr-drama?
6. (a) In what costume did Hēracles appear upon the Attic stage? (b) How was Thanatos represented? (c) Quote or refer to any allusions, found in the *Alcæstis*, to the dress, weapon, and priestly function of Thanatos.
7. (a) To which of the personages in this play do you assign the respective parts of πρωταγωνιστής, δευτεραγωνιστής, and τριταγωνιστής? (b) Translate and briefly elucidate the following statement of Aristoteles: τὸ τε τῶν ὑποκριτῶν πλῆθος ἐξ ἑνὸς εἰς δύο πρῶτος Δι᾽ ἄρχυλος ἡγάγε, καὶ τὰ τοῦ χοροῦ ἡλάττωσε, καὶ τὸν λόγον πρωταγωνιστὴν παρεσκεύασε.
8. Give a table of the feet permissible in each place of the tragic iambic trimeter.
9. (a) Under what restrictions may an anapestus commence the line? (b) When may that foot occupy any of the 2nd, 3rd, 4th, and 5th places? (c) Are these limitations observed in comedy? (d) What are the feet which the anapestus may not immediately follow in either tragedy or comedy?

10. (a) Would such readings as *πᾶν γὰρ δέμνιον, ἐκπεσοῦσαι δεμνίων*, at the end of vv. 14, 17, violate any metrical law? (b) Is a reading like *εἰς ἀγκάλας* metrically admissible at the close of v. 21? (c) State accurately the canon which restricts the use of a spondaeus in the 5th place. (d) In what other measure, as well as the iambic senarian, do the tragedians observe that canon? (e) Is either metre subject to it in comedy?

11. (a) In v. 11, is the first syllable of *ὀκνοῦσα* short or long? (b) What pairs of consonants, besides *κν*, do not necessarily lengthen the syllable immediately preceding, if its vowel be naturally short? (c) What are the facts, respecting the influence of such groups, observable in tragic prosody? (d) Show how the usage, thus ascertained, is intermediate between that of the Homeric epos and that of comedy. (e) What combinations of mute and liquid consonants never fail to lengthen the previous syllable?

12. (a) Mention any verbal adjectives in *τός*, besides those in vv. 4, 15, which have an active sense. (b) Cite a line of the *Heccabe* where *ἀκλαυστος* has a passive signification.

13. Analyse and parse *κάξέστεργε, ἀποσχίζουσα, τοῦπιόν, μεθίστη, ἀπώλεσας, ἐσπεσοῦσα, προσπίπνουσα, κυνεῖ, δέυεται, ἐξηρημένοι, ἔκλαιον, προὔτεινε, προσεῖρήθη*, annexing the principal tense-forms of each verb which are in use.

14. (a) Give the future-imperfects, in use, which correspond to the future-perfects, *κεκτῆσομαι, λελῆσομαι*, also *μεμνήσομαι*, and any others which you may remember. (b) Say, in what style of composition *ἐχθαίνω* is preferred to its synonyme, *ἐχθαίρω*. (c) Mention a compound of *κυνέω* in frequent use, and give its meaning. (d) What other *δεύομαι* is found in Homeric Greek? (e) Why have the readings in vv. 14, 15, *κύνει* and *δέυετο*, been discarded? (f) What means *ἐξηρημένος*? Translate the line of Æschylus, as usually read, *ἐκηβόλοις τόξοισιν ἐξηρημένοι*; and also, as some would correct it, *ἐκηβόλοις τόξοισιν ἐξηρημένοι*.

15. (a) Distinguish the *κόρος* in v. 16 from that to which *κορεύματα* in v. 9 is allied; also *κόρη* from *κόρη* or *κόρη*; and *κορέσαι* from *κορήσαι*. (b) Distinguish *ἀγκύλη*, in its usual acceptation, from *ἀγκάλη*, and give synonymes of the latter from the same root. (c) Give one or more terms meaning, in opposition to *πλημμυρίς*, "an ebb-tide."

16. Give the derivation—showing, in each case, its accordance with the rules of word-building—of *φόβη*, and also *φόβος*; of *λέχος*, *λέκτρον*, also *λόχος*; of *δένιον*, with any apparent cognates; of *πλημμυρίς* or *πλημμυρίς* presenting likewise your view of *πλημμελής*; of *προνωπής*, also of *προνωπιον*. If ever at a loss for the analogy, state distinctly why.

17. (a) What prepositions ordinarily express the relations represented by *ἐκ* and *περὶ* in v. 9? (b) What adverb would be used in prose for *πολλά* as found in v. 18? (c) How may the relation of the verbs, in vv. 24 and 27, to *οὕτω κακὸς* and *τοσοῦτον*, be expressed more fully and clearly than by *ὧν* and *οὕ*?

18. (a) What word, qualifying *εὐτυχής*, in v. 13, is to be supplied from the previous clause? (c) What introduction to *προσεῖρήθη*, in v. 26, is suggested by that of the previous clause?

19. (a) What word do you supply, in v. 13, to be modified by *ἄν*? (b) In v. 28, what word is modified by *ἄν*? and with what particle has that *ἄν* coalesced in *τάν*?

20. In v. 28, express, by a phrase more distinct than *καθ' ὅσον*, a condition not realised; and likewise a condition realised, a prelude, and a cause, by a phrase more distinct than *ἐκφυγόν*.

## PLATO—APOLOGIA.

Τὸ μὲν μὴ ἀγανακτεῖν, ὃ ἄνδρες Ἀθηναῖοι, ἐπὶ τούτῳ τι γέγονότι, ὅτι μου κατεψηφίσασθε, ἀλλὰ τέ μοι πολλὰ ξυμβάλλεται, καὶ οὐκ ἀνελέπιδόν μοι γέγονε τὸ γέγονός τοῦτο, ἀλλὰ πολὺ μᾶλλον θαυμάζω ἑκατέρων τῶν ψήφων τὸν γεγονότα ἀριθμόν. οὐ γὰρ ἤμην ἔγωγε οὕτω παρ' ὀλίγον ἔσεσθαι, ἀλλὰ παρὰ πολὺ· νῦν δέ, ὡς ἔοικεν, εἰς τριάκοντα μόναι μετέπεσον τῶν ψήφων, ἀποπεφείνη ἄν. μέλητον μὲν οὖν, ὡς ἐμοὶ δοκῶ, καὶ νῦν ἀποπέφνευγα, καὶ οὐ μόνον ἀποπέφνευγα ἀλλὰ παντὶ δήλῳ τοῦτό γε, ὅτι, εἰ μὴ ἀνέβη ἄνυστος καὶ Δικῶν κατηγορήσοντας ἐμοῦ, κἂν ὦφλε χιλίας δραχμάς, οὐ μεταλαβὼν τὸ πέμπτον μέρος τῶν ψήφων.—Τιμᾶται δ' οὖν μοι ὁ ἀνήρ θανάτου. εἴην. ἐγὼ δὲ δι' ἄλλους ἄντιτιμήσομαι, ὃ ἄνδρες Ἀθηναῖοι, εἰ δεῖ γε κατὰ τὴν ἀξίαν τῇ ἀληθείᾳ τιμᾶσθαι καὶ ταῦτά γε ἀγαθὸν τοιοῦτον, ὅ τι ἂν πρέποι ἐμοί. τί οὖν πρέπει ἀνδρὶ πύνητι εὐεργετῇ, δεομένῳ ἄγειν σχολὴν ἐπὶ τῇ ὑμετέρᾳ παρακελεύσει; οὐκ ἔσθ' ὅτι μᾶλλον, ὃ ἄνδρες Ἀθηναῖοι, πρέπει οὕτως, ὡς τὸν τοιοῦτον ἄνδρα ἐν πρυτανείῳ σιτεῖσθαι, πολὺ γε μᾶλλον ἢ εἰ τις ἡμῶν ἵππῳ ἢ ξυνωρίδι ἢ ζεύγῃ νενικήκεν Ὀλυμπιάσιν. ὁ μὲν γὰρ ὑμᾶς ποιεῖ εὐδαίμονας δοκεῖν εἶναι, ἐγὼ δὲ εἶναι καὶ ὁ μὲν τρωφῆς οὐδὲν δεύται, ἐγὼ δὲ δέομαι. εἰ οὖν δεῖ με κατὰ τὸ δίκαιον τῆς ἀξίας τιμᾶσθαι, τούτου τιμῶμαι, ἐν πρυτανείῳ σιτήσεως.

1. (a) State the years, B. C., usually assigned for the birth and death of Socrates. (b) Does he, in the course of this *Apology*, mention the age which he had reached when arraigned?

2. (a) How old was Plato when the trial came on? (b) How long had he been a disciple of Socrates? (c) Does it appear from the *Apology* that he was present at the trial? (d) How is his absence from the last scene of his Master's life accounted for in the *Phædo*? (e) Is his name introduced, a third time, in any of his Dialogues?

3. (a) By the absence of what costume or external form does the *Apology* differ from Plato's other compositions? (b) Have the doubts lately cast upon its authenticity been successfully repelled?

4. (a) Is it understood to represent fairly the strain of defence which Socrates in reality employed? (b) Can it be reconciled, in that respect, with the *Apology* currently attributed to Xenophon? (c) How has the difficulty so arising been solved or disposed of?

5. (a) How long a period had elapsed between the first exhibition of the *Clouds* of Aristophanes and the trial of Socrates? (b) How is that play noticed in the *Apology*? (c) Does the Comedian appear, in another work of Plato's, on friendly terms with Socrates? (d) How has the caricature of the Sage in the *Clouds* been explained?

6. (a) What is known regarding Meletus and his two abettors? (b) Cite the terms of the indictment, keeping as nearly as possible to Xenophon's report of it.

7. (a) Before what court was the case tried? (b) Describe, but briefly, its constitution and form of procedure. (c) Distinguish between *δίκαι τιμηταί* and *δίκαι ἀτιμητοί*, and refer the suit against Socrates to its proper category.



8. (a) At what stage of the process did the Accused address to the Dicastæ the passage above exhibited? (b) Translate it in a good English style.

9. Discuss the rival readings, *εἰ τριάκοντα μόναι μετέπεσοι* and *εἰ τρεῖς μόναι μετέπεσον*, in reference to the probable number of jurymen present and the result of their vote.

10. Elucidate the statement, *κὰν ὠφλε.....τὸν ψήφῳ*.

11. What privilege is denoted in the phrase, *ἐν πρυτανείῳ σίτησις*, and to what classes of persons was it awarded?

12. Explain the forensic usage of these verbs, adding such nouns as they often govern, each in the appropriate case:—*καταψηφίζεσθαι*, with *ἀποψηφίζεσθαι* and *ἐπιψηφίζειν*; *ἀποφεύγειν*, with which collate *νικᾶν* and *ἀλίσκεσθαι*, also *φεύγειν* and its correlative *διώκειν*;—*ὀφλισκάνειν*, with the antithetical *αἰρεῖν*;—*τιμᾶσθαι*, *ἀντιτιμᾶσθαι*, and the doubtful *ὑποτιμᾶσθαι*, also *τιμᾶν* and *τίμημα*;—*ἀναβαίνειν*, with *ἀναβιβάζειν*, *ἀναβιβάζεσθαι*.

13. Derive and explain *ἀγανακτεῖν*, *ξυμβάλλεσθαι*, *πένης*, *σχολή*, *πρυτανεῖον*, *ξυνωρίν*, *ζεῦγος*, annexing such words cognate with any of these as may occur to you.

14. (a) What constructions are more common than *νικᾶν Ὀλυμπίαν*? (b) What means *πάντα νικᾶν*? also *γνώμη νικᾶν* or *γνώμην νικᾶν*? (c) Parse *Ὀλυμπίᾳσι* and *Ὀλυμπίᾳσι*, and give one or more dative forms similar to the latter.

15. (a) Parse *ἀποπεφύγη*, mentioning what parts of the verb are used in Attic Greek. (b) What do you remark in respect to an augment? from what personal termination is *η* contracted, and what varieties of its form occur? (c) What is the 3rd person singular? (d) Give the expressions—from the root *εἰδ*—for “I—he—we—they—had perceived and knew.”

16. What remarks do you offer on these combinations? (a) *παρ' ὀλίγον ἔσεσθαι*,—(b) *ὅτι ἀνέπρεποι*,—(c) *οὐκ ἔσθ' ὅτι μᾶλλον πρέπει οὕτως ὡς σιτεῖσθαι*.

## THUCYDIDES—Book I.

Translate, with accuracy, the following passages:—

Ch. 1. Θουκυδίδης Ἀθηναῖος ξυγγράψας τὸν πόλεμον τῶν Πελοποννησίων καὶ Ἀθηναίων, ὡς ἐπολέμησαν πρὸς ἀλλήλους, ἀρξάμενος εὐθὺς καθισταμένου, καὶ ἑλπίσας μέγαν τε ἔσεσθαι καὶ ἀξιολογώτατον τῶν προγεγενημένων, τεκμαίρομενος ὅτι ἀκμάζοντες τε ἦσαν ἐς αὐτὸν ἀμφοτέρω παρασκευῇ τῇ πάσῃ καὶ τὸ ἄλλο Ἑλληνικὸν ὄρων ξυριστάμενον πρὸς ἑκατέρους, τὸ μὲν εὐθὺς, τὸ δὲ καὶ διανοοῦμενον. κίνησις γὰρ αὕτη μεγίστη δὴ τοῖς Ἑλλησιν ἐγένετο καὶ μέρει τινὶ τῶν βαρβάρων, ὡς δὲ εἶπεῖν, καὶ ἐπὶ πλεῖστον ἀνθρώπων. τὰ γὰρ πρὸ αὐτῶν καὶ τὰ ἐπὶ παλαιότερα σαφῶς μὲν εὖρεῖν διὰ χρόνου πλῆθος ἀδύνατα ἦν· ἐκ δὲ τεκμηρίων ὧν ἐπὶ μακρότατον σκοποῦντί μοι πιστεῦσαι ξυμβαίνει οὐ μεγάλα νομίζω γενέσθαι οὔτε κατὰ τοὺς πολέμους οὔτε ἐς τὰ ἄλλα.

Ch. 22. Καὶ ὅσα μὲν λόγῳ εἶπον ἕκαστοι ἢ μέλλοντες πολεμήσειν ἢ ἐν αὐτῷ ἦδη ὄντες, χαλεπὸν τὴν ἀκρίβειαν αὐτῇ τῶν λεχθέντων διαμνημονεῦσαι ἦν, ἐμοὶ τε ὧν αὐτὸς ἦκουσα καὶ τοῖς ἄλλοθεν ποθεν ἐμοὶ ἀπαγγέλλουσιν· ὡς δ' ἂν ἐδόκουν ἐμοὶ ἕκαστοι περὶ τῶν δὲ παρόντων τὰ δέοντα μάλιστα εἶπειν, ἐχομένων ὅτι ἐγγύτατα τῆς ξυμπάσης γνώμης τῶν ἀληθῶς λεχθέντων, οὕτως εἴρηται. τὰ δ' ἔργα τῶν πραχθέντων ἐν τῷ πολέμῳ οὐκ ἐκ τοῦ παρατυχόντος πυνθανόμενος ἠξίωσα γράφειν, οὐδ' ὡς ἐμοὶ ἐδόκει, ἀλλ' οἷός τε αὐτὸς παρῆν καὶ παρὰ τῶν ἄλλων ὅσον δυνατόν ἀκριβεῖα περὶ ἑκάστου ἐπεξελθών. ἐπιπόνως δὲ εὐρίσκειτο, διότι οἱ παρόντες τοῖς ἔργοις ἑκάστοις οὐ ταῦτα περὶ τῶν αὐτῶν ἔλεγον, ἀλλ' ὡς ἑκατέρων τις εὐνοιάς ἢ μνήμης ἔχοι. καὶ ἐς μὲν ἀκροασιν ἴσως το μὴ μυθώδες αὐτῶν ἀτερπεστερον φανείται· ὅσοι δὲ βουλευσονται τῶν τε γενομένων το σαφές σκοπεῖν καὶ τῶν μέλλοντων ποτε αὐτῶν κατὰ ἀνθρωπείον τοιοῦτων καὶ παραπλησίον ἔσεσθαι, ὠφέλιμα κρίνειν αὐτὰ ἀρκούντως ἔξει. κτῆμα τε ἐς αἶε μᾶλλον ἢ ἀφῃνισμα ἐς το παραχρημα ἀκούειν ξυγκείται.

1. Mention whatever notices respecting the Author are found in other passages of this History; as his father's name, his proprietary connexion with Thrace, his conduct of an expedition thither, the cause of his banishment, its duration, the places which he seems to have visited, his political sentiments.

2. (a) Have we his own assurance that he survived the Peloponnesian war, and also that the design of his work included an account of its close? (b) How many years does he reckon the war to have lasted, and in which year does his narrative break off? (c) How has the shortcoming been explained, and what characteristics of the last book have been referred to as illustrating the explanation?

3. (a) Who is said to have published this History after the Author's death? (b) Name the work written by him as a continuation of Thucydides; and mention in what portion of it Niebuhr, dividing it into two distinct compositions, recognises that continuation. (c) Who wrote another continuation not now extant?

4. (a) What instances does our Author allege to show the negligence of his contemporaries and predecessors about historical accuracy? (b) How does he describe the *λογογράφοι*? Name some of these. (c) Is there reason to interpret any of his remarks as reflecting upon Herodotus?

5. Discuss, but briefly, the story of his being fired with generous emulation, in boyhood, while hearing Herodotus read his History at the Olympic Festival.

6. What are the positions argued and illustrated in the Proemium, from ch. 1 to ch. 22?

7. (a) In what moral and political characteristics of the dominant Hellenic states does Thucydides find the springs of an enduring, though long dormant, antagonism? (b) To what real causes does he trace the commencement and continuance of hostilities? (c) What provocations does he represent the opposed parties as alleging they had received? (d) Is a marked and consistent use of the terms *ῥαχάι*, *αἰτίαι*, *προφάσεις* observed throughout such discussions?

8. To what historical purposes (as you have found in the 1st book, and can infer in respect to the whole work from the declaration in ch. 22) have the speeches attributed to the leading statesmen and diplomatists of the time been made subservient?

9. (a) What engagements (by sea or land), armistices, or truces, are mentioned in the 1st book? (b) Which portion of it used to be cited under the title ἡ πενηκονταετία? and for what reason? (c)\* Give the dates, B. C., of the most prominent events;—if in the Olympic reckoning also, all the better.

10. Make any original remark that occurs to you as illustrative of any idea in the chapters above exhibited.

11. (a) Account for the ἀνακολουθία, or blending in one sentence of two constructions separately correct, which is so distinctive of Thucydides' style. (b) Point out examples of it in ch. 22; and rewrite the sentences to which you object in two ways, so as to adjust the close of each to its actual beginning, and also the beginning of each to its actual close.

12. Elucidate, by the rules of grammar and idiom, the subjoined expressions, supplying ellipses and annexing Latin equivalents, wherever desirable:—μέλλοντες πολεμήσειν,—ἐν αὐτῷ ὄντες,—ὡν αὐτὸς ἤκουσα,—ὡς δ' ἂν ἐδόκουν εἰπεῖν,—τῶν δὲ παρόντων,—ἐχομένῃ τῆς γυναικός,—ὅτι ἐγγύτατα,—ἐκ τοῦ παρατυχόντος,—ὅσον δυνατόν,—ὡς ἑκατέρων τις εὐνοίας ἢ μνήμης ἔχοι. Under the last head, state precisely by what word and in what way each genitive is governed. Under the fourth head, mention the several parts of a verb with which ἂν may or may not be coupled, discriminating between the principal and the subordinate clauses of a sentence in regard to its employment.

13. Explain the usage of ἀκροασιν (collating ἀκροαμα), κτήμα, ἀγωνισμα, separately, and likewise as here qualified.

14. State, and discuss critically, several modes of construing and interpreting the words, ὅσοι δὲ βούλησονται . . . ἀρκούντως ἔξει, each of which has found defenders.

15. Accentuate the words from Καὶ ἐς μὲν τοὺς ξυγκείται.

## PROFESSOR REICHEL.

### HORACE—ODES.

"Cælo tonantem credidimus Jovem," &c., ending with "Aut Lacedæmonium Tarentum."—BOOK III. ODE 5.

1. Translate the ode.

2. In what order, and within what dates does Bentley suppose Horace to have produced his works? Support his conclusions, with regard to the Third and Fourth Books of the Odes, by internal evidence.

3. On what occasion was this Ode probably composed? In what year was Crassus defeated and killed? What hostilities had taken place since between the Romans and the Parthians? and how do you account for their being entirely unnoticed in this Ode.

4. Explain the construction of vv. 5, 6; vv. 29, 30; of vv. 39, 40; of vv. 14–18. What is the generally adopted emendation of the latter passage? How does Bentley propose to emend it?

5. What various reading exists in v. 8? Which of the two readings do you consider preferable, irrespective of MSS. authority, and on what grounds? Explain "capitis minor," and give the legal phrase denoting this condition. In such a case as that of Regulus, how could it be recovered from?

6. When did Octavius receive the title of Augustus? What is its meaning and derivation?

7. What were the *clientes* in ancient times, and what were they in the later republic and under the Emperors? What is the proper meaning of the term?

8. What are the chief improvements introduced by Horace into the versification of the Alcaic Stanza in the latter books of the Odes?

9. Give the derivations of *exsul*, *vesta*, *conditio*, *delubrum*, *lis*, *ævum*, *curia*, *sumo*, *torvus*.

### LIVY.

I. Quid tandem est cur cælum ac terras misceant, cur in me impetus modo pene in senatu sit factus, negent se manibus temperaturos violaturosque denuncient sacrosanctam potestatem? Si populo Romano liberum suffragium datur ut quibus velit consulatum mandet, et non præciditur spes plebeio quoque, si dignus summo honore erit, apiscendi summi honoris, stare urbs hæc non poterit, de imperio actum est, et perinde hoc valet, plebeius ne consul fiat, tanquam servum aut libertinum aliquis consulem futurum dicat?

Translate accurately, and explain fully what you conceive to be the construction of the last clause from *et perinde* to the end.

II. Qui quum multis circa finitimos populos legationibus terra marique nequiequam missis nisi quod ex Etruria haud ita multum frumenti advectum est, nullum momentum annonæ fecisset, et revolutus ad dispensationem inopiae profiteri cogendo frumentum et vendere quod usu menstruo superesset fraudandoque parte diurni cibi servitia, criminando inde et objiciendo iracundiæ populi frumentarios, acerba inquisitione aperiret magis quam levaret inopiam, multi ex plebe spe amissa potius quam ut cruciarentur trahendo animam capitibus obvolutis se in Tiberim præcipitaverunt.

\* The reading in the text given was *trahentis*.

Translate.

Who is the person spoken of in this passage, and what remarkable statement with regard to him has Livy preserved?

III. Agri publici dividendi coloniarumque deducendarum ostentataespes et vectigali possessoribus agrorum imposito in stipendium militum erogandi aeris.

Translate.

What was the *ager publicus*?

What is the proper meaning of *possessio*, as applied to the holding of land?

What is the difference between *vectigal* and *tributum*?

IV. Sed ante omnia obsidionis bellicae mala fames utrimque exercitum urgebat, Gallos pestilentia etiam quum loco jacente inter tumulos castra habentes tum ab incendiis torrido et vaporis pleno cineremque non pulverem modo ferente quum quid venti motum esset: quorum intollerantissima gens humorique ac frigori adsueta quum aestu et angore vexata vulgatis velut in pecua morbis morerentur, jam pigritia singulos sepieliendi promiscue acervatos cumulos hominum urebant, bustorumque inde Gallicorum nomine insignem locum fecere.

Translate.

What is the difference between *quum—tum*, and *tum—tum*?

## JUVENAL.

1. What is the most probable derivation of the word Satira?
2. Adduce some proofs of the Latin origin of this kind of poetry.
3. To what ancient customs may it be traced? (Cite the testimonies of Virgil and Horace on this subject.)
4. Under what forms did it appear in its more developed state?
5. What kinds of Greek poetry approached most nearly to these forms? and in what respects did they still essentially differ from them?
6. Institute a parallel between Juvenal and Horace, as to subject, object, method, and diction.
7. Under what Emperors did Juvenal flourish?

8. Cedamus patria: vivant Artorius istic  
Et Catulus: maneant, qui nigrum in candida vertunt,  
Queis facile est ædem conducere, flumina, portus,  
Siccandam eluviem, portandum ad busta cadaver,  
Et præbere caput domina venale sub hasta.

SAT. III.

Translate and explain.

9. Me nemo ministro  
Fur erit, atque ideo nulli comes exeo tanquam  
Mancus et extinctæ corpus non utile dextræ.

SAT. III.

Translate.

Extinctæ dextræ.—Adduce an instance from this satire of a genitive similarly employed.

10. Nam quæ meritoria somnum  
Admittunt? Magnis opibus dormitur in Urbe:  
Inde caput morbi. Rhedarum transitus arcto  
Vicorum in flexu et stantis convicia mandræ  
Eripient somnum Druso vitulisque marinis.

SAT. III.

Translate and explain.

Who is the person supposed to be alluded to?

11. Stemmata quid faciunt? quid prodest, Pontice, longo  
Sanguine censerì pictosque ostendere vultus  
Majorum et stantes in curribus Æmilianos,  
Et Curios jam dimidiòs humerosque minorem  
Corvinum, et Galbam auriculis nasoque carentem?

SAT. VIII.

Translate and explain.

12. Hæc satis ad juvenem quem nobis fama superbum  
Tradit et inflatum plenumque Nerone propinquo.  
Rarus enim ferme sensus communis in illa  
Fortuna.

SAT. VIII.

Translate.

In what different sense does Horace use the phrase, *sensus communis*?

13. Quod modo proposui non est sententia; verum  
Credite me vobis folium recitare Sibyllæ.

SAT. VIII.

Translate.

185. Consumptis opibus vocem Damasippe locasti  
Sipario, clamosum ageres ut Phasma Catulli.  
Laureolum velox etiam bene Lentulus egit  
Judice me dignus vera cruce: Nec tamen ipsi  
Ignoscas populo: populi frons durior hujus,  
190. Qui sedet et spectat triscurria patriciorum,  
Planipides audit Fabios, ridere potest qui  
Mamercorum alapas. Quanti sua funera vendant,  
Quid refert? vendunt nullo cogente Nerone,  
Nec dubitant celsi prætoris vendere ludis.  
195. Finge tamen gladios inde atque hinc pulpita pone:  
Quid satius? Mortem sic quisquam exhorruit, ut sit  
Zelotypus Thymeles, stupidi collega Corinthi?  
Res haud mira tamen, citharædo Principe, mimus  
Nobilis. Hæc ultra quid erit nisi ludus? Et illud  
200. Deducus Urbis habes: nec mirmillonis in armis,  
Nec clypeo Gracchum pugnantem, aut falce supina.  
(Damnat enim tales habitus; et damnat, et odit)  
Nec galea faciem abscondit: movet ecce tridentem,  
Postquam librata pendentia retia dextra  
205. Nequicquam effudit, nudum ad spectacula vultum  
Erigit et tota fugit agnoscendus arena.  
Credamus tunica, de faucibus aurea cum se  
Porrigat, et longo jactetur spira galero.  
Ergo ignominiam graviorem pertulti omni  
210. Vulnere, cum Graccho jussus pugnare secutor.

Translate and explain.

What are the names of the three kinds of gladiators mentioned in vv. 200, 201? and what inconsistency does the passage betray?

What is the *tunica aurea*, v. 207?

What is the *galerus*, v. 208?

Give the precise meanings and etymologies (when known) of *aedes*, *bustum*, *heri*, *opicus*, *peculium*, *frumentum*, *sufflamen*, and *laena*; and state what change of meaning and application the words *endromis* and *trechedipna* underwent when introduced into the Latin language.

## CICERO.

1. State briefly the leading particulars of Cicero's life. What remarkable distinction attended his attainment of the various public offices he held? Give the name and provisions of the law which limited the age of candidates for office: and mention any remarkable instances of its infraction that may occur to you.

2. What was the chief feature of Cicero's policy as stated by himself? And to what circumstance does he attribute its being finally and fatally frustrated?

3. On what occasions and under what circumstances were the four Catilinarian Orations delivered?

4. What law was violated by Cicero in crushing the conspiracy?

5. Num unum diem postea L. Saturninum tribunum plebis et C. Servilium Prætores mors ac [reipublicæ] poena remorata est?—CAT. I.

Translate and explain the idiom.

What was the nomen of L. Saturninus and the cognomen of C. Servilius? What was the crime for which they were pursued by the vengeance of the state, and how were they put to death?

6. Si te jam Catilina comprehendi si interfici jussero, credo erit verendum mihi ne non hoc potius omnes boni serius a me quam quisquam crudelius factum esse dicant.—CAT. I.

Translate and explain the construction accurately. What is the force of *credo*?

How do *quisquam* and *aliquis* differ?

7. Praetermitto ruinas fortunarum tuarum, quas omnes impendere tibi proximis Idibus senties.—CAT. I.

Explain the probable meaning of this from a passage in the second Catilinarian oration.

On what days of the month do the Ides fall throughout the year? With what other words is the word *idus* connected?



8. Nunc Patres Conscripti ego meâ video quid intersit. Si eritis secuti sententiam C. Cæsaris, quoniam hanc is in republica viam-quæ popularis habetur secutus est fortasse minus erunt hoc auctore et cognitore hujusce sententiæ mihi populares impetus pertimescendi: sin illam alteram, nescio an amplius mihi negotiî contrahatur.—CAT. IV.

Translate.

9. Video de istis qui se populares haberi volunt abesse non neminem, ne de capite videlicet civium Romanorum sententiam ferat. Is et nudius tertius in custodiam cives Romanos dedit, et supplicationem mihi decrevit, et indices hesterno die maximis præmiis affecit. Jam hoc nemini dubium est, qui reo custodiam, quasitori gratulationem, indici præmium decrevit, quid de tota re et causa judicabit. At vero C. Cæsar intelligit legem Semproniam esse de civibus Romanis constitutam: qui autem reipublicæ sit hostis, eum civem esse nullo modo posse: denique ipsum latorem legis Semproniae jussu populi pœnas reipublicæ dependisse.—CAT. II.

Translate.

Who was the *lator legis Semproniae*? Do the circumstances of his death bear out Cicero's assertion?

Of what former laws was the Sempronian law an extension or confirmation?

10. Pari studio defendendæ reipublicæ convenisse video tribunos aerarios fortissimos viros: scribas item universos: quos cum casu hic dies ad ærarium frequentasset, video ab expectatione sortis ad communem salutem esse conversos.—CAT. IV.

Translate.

Who were the *tribuni æarii* most probably? What important legal function did they hold in Cicero's time, and by virtue of what law? What is Niebuhr's conjecture as to their origin?

Give the meanings and the derivations (when known) of *nudius tertius*, *haruspex*, *sancio*, *vexatio*, *confestim*, *præstolor*.

## TACITUS.

1. Under what emperors did Tacitus flourish. His age may be pretty accurately determined by a passage from his own writings? What offices did he hold? Enumerate his works in the order in which they were written.

2. Compare Tacitus with Sallust and Livy, in regard to his style of writing, and his manner of treating his subject. Mention any peculiarities in his style which may have struck you.

3. Quod postquam Sallustius Crispus particeps secretorum (is ad tribunum miserat codicillos) comperit; metuens ne reus subderetur, juxta periculoso ficta seu vera promeret, monuit Liviam ne arcana domus ne consilia amicorum ministeria militum vulgarentur: neve Tiberius vim principatus resolveret cuncta ad senatum vocando: eam conditionem esse imperandi ut non aliter ratio constet quam si uni reddatur.

Translate this passage accurately, and cite another passage from the same book of the annals in which *juxta* is used in the same sense, and give the derivation of *juxta*.

Who was the Sallust mentioned?

4. Extortum invito senatu consulatum.

What is the construction?

5. Candidatos præturæ duodecim nominavit, numerum ab Augusto traditum: et hortante senatu ut augetet, jurejurando obstrinxit se non excessurum.

What peculiarity is there in the construction of the last clause?

6. Enim vero militiam ipsam gravem, infructuosam: denis in diem assibus animam et corpus aestimari.

Translate. When are the Roman soldiers said to have first got pay? What was its first amount? By whom was it raised to the amount specified above? What peculiarity was there in the reckoning of their pay?

7. Si tamen tenderent (milites) in pace tentare quæ ne civilium quidem bellorum victores expostulaverint cur contra morem obsequii contra fas disciplinæ vim meditentur.

Translate, and point out the peculiar propriety of the change of tense in *tenderent*, *meditentur*. How would this be expressed in Greek?

8. Igitur audito fine Augusti vernacula multitudo nuper acto in urbe delectu lasciviæ sueta laborum intollerans impellere caterorum rudes animos.

What is the meaning of *vernacula multitudo* in this passage?

9. Vexillarii discordium legionum. Who are meant?

10. At Romæ ruere in servitium consules patres eques: quanto quis inlustrior, tanto magis falsi ac festinantes vultuque composito, ne lati excessu principis neu tristiores primordio, lacrimas gaudium questus adulationem miscebant. Sex. Pompeius et Sex. Appuleius Coss. primi in verba

Tiberii Caesaris juravere: apudque eos Seius Strabo et C. Turranius, ille prætoriarum cohortium præfectus, hic annonæ: mox senatus milesque et populus. Nam Tiberius cuncta per consules incipiebat, tamquam vetere republica et ambiguus imperandi. Ne edictum quidem, quo patres in curiam vocabat, nisi tribunicie potestatis præscriptione posuit sub Augusto acceptæ. Verba edicti fuere pauca et sensu permodesto: de honoribus parentis consulturum: neque abscedere a corpore: idque unum ex publicis muneribus usurpare. Sed defuncto Augusto, signum prætorii cohortibus ut imperator dederat: excubiæ arma cetera aulæ: miles in forum, miles in curiam comitabatur: litteras ad exercitus tamquam adepto principatu misit, nusquam cunctabundus, nisi cum in senatu loqueretur. Causa præcipua ex formidine, ne Germanicus, in cujus manu tot legiones immensa sociorum auxilia mirus apud populum favor, habere imperium quam expectare mallet. Dabat et famæ, ut vocatus electusque potius a republica videretur, quam per uxorium ambitum et senili adoptione inrepsisse. Postea cognitum est, ad introspectiendas etiam procerum voluntates inductam dubitationem: nam verba vultus in crimen detorquens recondebat.

Translate so as to represent the sense as completely as you can.

By whom were the prætorian cohorts instituted? What were their peculiar privileges? What material accession of influence did they receive during this reign? By what means, and by whose advice?

11. Legata non ultra civilem modum nisi quod populo et plebi cccxxxv prætoriarum cohortium militibus singula nummum milia, legionariis aut cohortibus civium Romanorum ccc nummos viritim dedit.

Write out the numbers in this passage in the Latin words which express them.

What was the original difference between *populus* and *plebs*?

What traces of this difference still survived at this period?

12. Give the derivations of *privignus*, *mox*, *adulatio*, *annona*.

13. Three derivations have been proposed for the word *consul*?

Which of them do you prefer, and on what grounds?

14. Hominem Germanos nunquam satis excusaturos quod inter Albim Rhenumque virgas ac secures viderint.

Do you see any difficulty in this passage?

## TO BE TURNED INTO LATIN.

THAT one man should take away anything from another, and that one man should procure advantage to himself by the detriment of another is therefore more against nature than death, poverty, pain, and the rest of those disasters which can happen either to one's person or to one's affairs. For in the first place, it does away with human intercourse and association. For if we be so disposed as each to plunder or injure his fellow for his own profit, that association of mankind which is most agreeable to nature must necessarily be broken up. As, if each member of the body were to entertain the opinion that it could secure its own health by transferring to itself the health of the members next it, the whole body would necessarily be weakened and perish; so if each one of us is to seize to himself the advantages that belong to others, and to deprive every one else of all he can, the association and fellowship of mankind must necessarily be subverted. For that every one should prefer acquiring for himself rather than for another that which belongs to the occasions of life, is allowed, nature not being repugnant thereto: but nature does not suffer us to increase our own resources, means, and wealth, by the spoils of others. Nor indeed is this determined only by nature, that is, by the law of nations: but it is also in like manner determined by those enactments which define the constitution in each several state, that no one be permitted to do damage to another for his own advantage. For this is the scope, this is the intention of the laws, that the union of fellow-citizens be preserved intact: and those who break it up they coerce by death, banishment, chains, [or some minor] damage [in proportion to the magnitude of the offence.]

## D R. FRINGS.

### TRANSLATE INTO ENGLISH.

EXORDE DE L'ORAISON FUNEBRE DE LA REINE D'ANGLETERRE, PAR BOSSUET.

CELUI qui règne dans les cieux, et de qui relèvent tous les empires, à qui seul appartient la gloire, la majesté, et l'indépendance, est aussi le seul qui se glorifie de faire la loi aux rois, et de leur donner, quand il lui plaît, de grandes et de terribles leçons. Soit qu'il élève les trônes, soit qu'il les abaisse; soit qu'il communique sa puissance aux princes; soit qu'il la retire à lui-même, et ne leur laisse que leur propre faiblesse; il leur apprend leur devoir d'une manière souveraine et digne de lui; car, en leur donnant la puissance il leur demande d'en user comme il fait lui-même pour le bien du monde; et il leur fait voir, en la retirant, que toute leur majesté est empruntée, et que, pour être assis sur le trône ils n'en sont pas moins sous sa main et sous son autorité suprême. C'est ainsi qu'il instruit les princes, non seulement par des discours et par des paroles, mais encore par des effets et par des exemples: *Et nunc, reges, intelligite; erudimini qui judicatis terram.* Chrétiens, que la mémoire d'une grande reine, fille, femme, mère de rois si puissants, et souveraine de trois

royaumes, appelle de tous côtés à cette triste cérémonie : ce discours vous fera paraître un de ces exemples redoutables qui étalent aux yeux du monde sa vanité toute entière. Vous verrez dans une seule vie toutes les extrémités des choses humaines, la facilité sans bornes aussi bien que les misères : une longue et paisible jouissance d'une des plus nobles couronnes de l'univers ; tout ce que peuvent donner de plus glorieux la naissance et la grandeur accumulées sur une tête qui ensuite est exposée à tous les outrages de la fortune ; la bonne cause d'abord suivie de bons succès, et depuis de retours soudains de changements inouïs ; la rebellion long-temps retenue, à la fin tout-à-fait maîtresse ; nul frien à la licence ; les lois abolies ; la majesté violée par des attentats jusqu' alors inconnus ; l'usurpation et la tyrannie sous le nom de liberté ; une reine fugitive, qui ne trouve aucune retraite dans trois royaumes, et à qui sa propre patrie n'est plus qu'un triste lieu d'exil ; neuf voyages sur mer, enterpris par une princesse, malgré les tempêtes ; l'Océan étonné de se voir traversé tant de fois en des appareils si divers, et pour des causes si différentes ; un trône indignement renversé et miraculeusement rétabli : voilà les enseignements que Dieu donne aux rois. Ainsi fait-il voir au monde le néant de ses pompes et de ses grandeurs.

## TRANSLATE INTO FRENCH.

### PULPIT ELOQUENCE IN THE AGE OF LOUIS XIV.

Religion in France, under the reign of Louis XIV. owed its preservation chiefly to Bossuet, a writer who, so far as eloquence and language are concerned, has always been considered as one of the first that his country has produced. It may, indeed, be matter of some doubt, whether the splendour of such eloquence as his, be altogether an appropriate vehicle for the truths of religion : whether the simplicity of our faith does not better accord with a more artless and unlabored style of composition. But even if this should be so in general, there can be no question, that at that particular period, as in every other period when religion is a matter of contest, and truth not entirely triumphant, a preacher, such as he was, possessed at once of the clearest and most comprehensive understanding, and of the most vigorous eloquence, must have been an acquisition of the highest importance to the cause he had undertaken to defend. Besides, we must recollect that the eloquence of Bossuet was by no means confined to subjects, strictly speaking, theological ; for, whatever in life and in morality, in church and state, in politics and history, and in general, whatever in human affairs is calculated to lead the mind to serious reflection, was always regarded by this great man in a religious point of view, and considered as a fit subject of the eloquence of the pulpit.

If it may be permitted to compare an orator, so far as his language and composition are concerned, with poets, I think there is something in Bossuet which places him on a higher level than any of the poets who were his contemporaries. The perfection of style is enclosed in a very narrow sphere, between two extremes, that of the lofty and sublime, and the merely artificial ; its charm consists in the mingling of these two elements. There is nothing more rare or difficult than to preserve this medium. So far as language and representation are concerned, and so far as an orator can be classed with poets, I think that this union of excellences was possessed by Bossuet, whose writings are not only examples of perfect style and expression, but also rich fountains of the most sublime and salutary truths.

1. Quand *Montaigne* a-t-il vécu, et quelle influence avait-il sur la langue Française ?
2. Quel titre les Français ont-ils donné à *Malherbe* en conséquence de ses ouvrages ?
3. De quelle espèce de poésie *Malherbe* fut-il le créateur ?
4. A quel point Louis XIV. a-t-il mérité de l'état florissant de la littérature Française sous son règne ?
5. De quelle manière la langue et la littérature Françaises ont-elles réussi à se rendre générales dans presque toute l'Europe depuis le siècle de Louis XIV ?
6. Quels sont les auteurs les plus distingués du siècle de Louis XIV ?
7. Quelle branche de la littérature Française a été le plus négligée sous le règne de Louis XIV ?
8. En quoi les *Mémoires* se distinguent-ils de l'*Histoire*, et quels sont les meilleurs écrivains de *Mémoires* ?
9. Comment l'école dramatique telle qu'elle est représentée par Shakspeare et les poètes du temps d'Elisabeth se distingue-t-elle de celle de la nation Française comme représentée par Corneille et Racine ?
10. Nommez les historiens Français les plus célèbres du XIX. siècle.

## TRANSLATE INTO ENGLISH.

### EINFLUSS FREMDER LITTERATUR AUF DIE DEUTSCHE.

Eine sich bildende Sprache nimmt von einer andern entweder einzelne Wörter, oder Wendungen, oder ein gewisse allgemeine Farbe an, die sich eher empfinden, als deutlich erklären lässt. Einzelne Wörter kann eine Sprache wie die Deutsche eigentlich von keiner fremden borgen, die gar nicht mit ihr verwandt ist, die ihren Wörtern ganz andere Endungen gibt, sie mit ganz andern Tönen ausspricht, sie nach ganz andern Gesetzen abändert. Und doch hat sie dergleichen nicht Wenige aus der Französischen und Englischen herüber genommen ; oft, weil sie wirklich zu arm war, noch öfter aber, weil die Schriftsteller ihren ganzen Reichthum nicht kannten, oder aus Trägheit nicht erst lange durchsuchen wollten. Armuth ist es in einem doppelten Falle : einmal,

wenn für die Sachen, die wir sagen wollen, ganz und gar keine Wörter in der Sprache vorhanden, sind, entweder weil die Sache bei der ersten Bildung der Sprache noch gar nicht da, oder weil sie der Nation noch nicht bekannt war; und dieser Fall kommt in allen Sprachen vor, wo sich jeder, der von unbekannten Dingen zum erstenmal spricht, des Rechtes bedient ein neues ausländisches Wort zu brauchen. Zweitens, wenn zwar die Sprache ein Wort hat, die Sache im ganzen auszudrücken, aber keins, das edel und zu dem jetztgewählten Tone der Schreibart passend wäre, oder keins, das zugleich alle Nebengriffe ausdrückte, die wir eben jetzt zu unserer besondern Absicht glauben nöthig zu haben. Dieses letztere ist es, was so viel fremde Wörter auch in die Deutschen guten Schriftsteller gebracht hat. In der That muss der Fall bei einem guten Schriftsteller öfter vorkommen, weil bei diesem immer die Ideen genauer bestimmt sind, und er mehr auf die kleinen Schattirungen Acht hat, die ganz gleich scheinende Wörter noch unterscheiden. Schreibt er besonders über eine Materie, worin die Ausländer viel gearbeitet, und viel von ihm sind gelesen worden, so wird sich ihm mancher Begriff gar unter keinem andern Worte, als unter dem fremden darbieten; mancher wird ihm nicht genau und stark genug gesagt scheinen, so bald er nicht mit eben demjenigen Worte gesagt wird, womit er zuerst ihn bekommen hat. Oft ist es blosser Einbildung, wenn uns das nicht mehr vollgültig dünkt, was durch den langen Gebrauch unscheinbar geworden, obgleich das Fremde und Neugeprägte in der That von keinem grössern innern Gehalte ist.

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1. Worin unterscheidet sich *Goethe's* Styl von *Schiller's*?
  2. Welches sind *Herder's* vorzüglichste Werke, und welches unter denselben hatte den dauerhaftesten Einfluss auf die Deutsche Litteratur?
  3. Nenne Schiller's berühmteste Schriften.
  4. Welches sind die ausgezeichnetsten Deutschen Geschichtschreiber des gegenwärtigen Jahrhunderts?
  5. Welches sind die berühmtesten noch lebenden Deutschen Dichter?
  6. Was für eine Form von Poesie wird hauptsächlich gebraucht von den Dichtern des gegenwärtigen Zeitalters?
  7. Wer ist der Stifter der *romantischen* Schule?
  8. Nenne die vorzüglichsten dramatischen Schriftsteller des jetzigen Zeitalters in Deutschland.

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## EXAMINATION FOR MEDICAL SCHOLARSHIP.

OCTOBER, 1850.

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DR. CARLILE.

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### ANATOMY AND PHYSIOLOGY.

1. Describe the vertebræ generally; and enumerate the different kinds of vertebræ, and the distinguishing characteristics of each kind, in man.
2. Describe the structure and motions of the knee-joint.
3. Describe the relative position of the parts brought into view on removing the following muscles—the pectoralis major, the deltoid, and the glutæus maximus.
4. Describe the course and relations of the femoral artery, its branches and anastomoses.
5. Enumerate the branches and connexion of the pneumogastric nerve, and explain their uses.
6. Describe the structure and functions of the respiratory organs in man and fish.
7. Describe the internal structure, the circulation, and the functions of the liver.
8. Describe the shoulder and hip-joints, and mention their chief points of resemblance and of difference.
9. Commencing at the integuments, describe the parts brought into view in exposing the omo-hyoidens, from the point at which it emerges from behind the clavicle to its insertion into the as-hyoides.
10. Which are the vessels and nerves found in the dissection of the perinæum?
11. Describe the membranes of the brain, their situations and uses.
12. Which is the principal nerve of taste; of what nervous trunk is it a branch, and what are its connexions and distribution?
13. Describe the interior structure of the kidney, and the use of that organ.
14. Explain the mechanism of the heart, and state the chief points of difference between that organ in the fœtus and in the adult.

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DR. ANDREWS.

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### CHEMISTRY.

1. What relation exists between the atomic weights and specific heats of the simple bodies?
2. State the composition of atmospheric air, and describe some of the methods by which the quantities of oxygen and carbonic acid contained in it may be determined.
3. What are the properties of carbonic acid in *a* the solid state, *b* the fluid state, and *c* the gaseous state?



4. What is the composition of ammonia by volume, and how may its presence be recognised when in a free state, and also when in combination?
5. To what substance is the spontaneous inflammability of phosphuretted hydrogen gas due?
6. Describe the tests of phosphoric acid, and the method of preparing it from bone earth.
7. Common phosphate of soda gives a yellow precipitate with nitrate of silver, but after being heated to redness a white precipitate; what is the composition of these precipitates?
9. State the characteristic tests of the salts of lead, and particularly the method of distinguishing the sulphate of lead from the sulphate of barytes.
10. What is the composition of the arsenious and arsenic acids?
11. How may arsenic acid be prepared, and what are its tests?
12. What is the composition of hydrocyanic acid, and how may the strength of a solution of it be determined?
13. Describe the artificial preparation of urea, and explain the chemical changes which occur in the process.
14. What are the appearances presented under the microscope by precipitates of uric acid, cystic oxide and phosphate of lime?

## EXAMINATION FOR MEDICAL AND ENGINEERING SCHOLARSHIPS OF THE SECOND YEAR.

DR. STEVELLY.

### NATURAL PHILOSOPHY.

1. How do you distinguish phenomena which belong to Mechanical Philosophy from those of Chemistry?
2. In what sense may a body be said to be infinitely divisible?
3. By what arguments is it considered established that such is not its actual constitution?
4. What are the conditions of equilibrium of three forces?
5. What is the expression for the effect of the force  $f$  in the direction which contains the angle  $\alpha$  with its direction?
6. What is the resultant of any number of parallel forces?
7. Give the formula for determining the position of the centre of parallel forces.
8. Define the centre of gravity.
9. What circumstances distinguish the case of the centre of gravity from the more general problem of the centre of parallel forces?
10. What is the formula for the stability of a heavy body placed on a supporting base?
11. What is the formula for the part of the force of gravity which acts to move a suspended heavy body?
12. If a heavy body be placed at several parts along a quadrantal arc, what is the expression for the pressure it exerts on the curve?
13. If its position be changed along the entire semicircle, what circumstance shows a change of direction of the pressure?
14. Explain the mechanical advantages of the wheel of a carriage.
15. To what units does the number which expresses the density of a body refer?
16. What is the specific gravity of a body?
17. How is the specific gravity of a body lighter than distilled water taken?
18. Describe some of the methods of taking the specific gravities of fluids.
19. With what force does a heavy body descend in a fluid?
20. Suppose the specific gravity of hydrogen gas to be 0.0694 to that of atmospheric air 1.0000, and the weight of 100 cubic inches of air to be  $30\frac{1}{2}$  grains, what is the ascending power of a balloon which contains 30,000 cubic feet of the gas?
21. How do you calculate the pressure of a fluid on a plane surface placed beneath it?
22. How many causes diminish the oblique action of a fluid on a plane surface moved through it?
23. With what velocity does a fluid spout from an orifice placed beneath its surface?
24. What were Watt's three chief improvements in the steam-engine?

## GENERAL LAW EXAMINATION.\*

OCTOBER, 1850.

PROFESSOR HANCOCK.

### JURISPRUDENCE.

1. What objects should be kept in view in the construction of a code of laws?
2. Should there be tribunals of concurrent jurisdiction?
3. Should there be one or several judges in each tribunal?

\* At the General Law Examination, and the Examination for Law Prizes and Scholarships, the candidates were examined *viva voce*, and by printed questions. The latter part of the Examination only is published.

4. How many degrees of appeal should be admitted?
5. Are there any, and, if any, what exceptions, to the principle that proceedings before tribunals should be public?
6. Should the evidence of the plaintiff be admitted in all civil cases?
7. What objects should be kept in view in framing laws of procedure?
8. In a general register should copies of the deeds be registered, or should memorials only be required?

## EXAMINATION FOR LAW PRIZES AND SCHOLARSHIPS.\*

OCTOBER, 1850.

### JURISPRUDENCE.

1. Define Jurisprudence, and determine the limits of the science.
2. (a). What is the true method of philosophising in Jurisprudence?  
(b). Apply this method to an investigation of the policy of the Usury Laws.
3. (a). Show the use which can be made of Political Economy in questions of Jurisprudence.  
(b). Show the use which can be made of Moral Philosophy in questions of Jurisprudence.  
(c). Illustrate the use of Political Economy and Moral Philosophy in questions of Jurisprudence by the case of the Usury Laws.
4. What are the benefits which copyright confers on the community?  
(a). Should copyright be limited or perpetual? If limited, state how the limit should be determined.  
(b). Should copyright be territorial or international?
5. As long as the English Common Law remains as at present, founded on usage and judicial decisions, and not on codified legislation, why must a great part of it be absolutely unknown to every one?
6. Some eminent writers have represented the "glorious uncertainty," and other defects of the law, as beneficial to those engaged in the legal professions. To what extent are such defects beneficial to lawyers? To what extent are they injurious? Are they, on the whole, more beneficial or injurious?
7. The necessary legislation with respect to any class of exchanges, such as buying or selling, letting or hiring, may be comprised under three heads: Legislative provision securing freedom of contract: legislative provision for the cases where contracts are incomplete, or entirely wanting: and the creation of simple and effectual forms of procedure for reciprocally enforcing the rights and duties created by contract or by law.
8. Apply this theorem to a consideration of the policy of the English Law respecting Waste; Agricultural Fixtures; and Property in Trees.
9. On what principle of classification should a general register of acts and deeds relating to land be constructed?
10. (a). What are the advantages and disadvantages of such a register, if central?  
(b). What, if local?  
(c). Should such a register be central or local?
11. If a general and local register of personal debts were established, with perfect priority in order of registration, what effect would such an institution have:  
(a). On the system of general credit?  
(b). On the trade of lending money?  
(c). On proceedings in the bankruptcy courts?
12. How would the adoption of such a register facilitate improvements:  
(a). In the English law of husband and wife?  
(b). In the English law respecting partnerships of limited liability?  
(c). In the imposition of the Income Tax?

### PROFESSOR MOLYNEUX.

#### ENGLISH LAW.

I.—A demises Blackacre to B, during the life of C: A also demises Whiteacre to B and his heirs, during the life of C: B dies intestate before C, leaving D his heir-at-law, and E his personal representative. Upon whom do those interests respectively devolve? And on what legal ground is each interest so severally transmissible?

\* At the General Law Examination, and the Examination for Law Prizes and Scholarships, the candidates were examined *viva voce*, and by printed questions. The latter part of the Examination only is published.

II.—What was the nature of the instrument by which the tenure known as an estate for lives renewable for ever was created? And how are such interests viewed by courts of law and equity respectively? What was the scope and policy of the 12th and 13th Victoria, chap. 105, for converting that tenure?

III.—A, being possessed of a term for years in land, assigns it to B, to the use of C. Query, have B and C both interests in the term; and if so, what is the nature of each estate?

IV.—A, being seized of land in fee simple, conveys it to B and his heirs, to the use of C and his heirs, upon trust to the use of D for life, remainder to E in fee simple, after the decease of F. D dies, leaving E, F, and A surviving. Who takes the estate after the death of D?

Suppose the same limitations, with the exception that A conveys directly to C and his heirs without the intervention of B, would the result be different; and if so, how would it differ, and why?

V.—A, being seized in fee simple, conveys to B and his heirs, to the use of C for life (who was then unmarried), with remainder to his first son who should be born, for life, with a power to such first son to appoint to such one of *his* children, in fee simple, as he should select. C marries and has a son, who marries and has children, and executes a deed appointing the land to one of them, D. C and his son die, A and D surviving. Query, who becomes entitled to the land?

VI.—A, seized in fee simple, dies leaving two daughters and two children of a deceased daughter, being a son and a daughter. Query, on whom does the land descend, and in what proportions?

VII.—A, seized in fee simple, dies without issue, leaving a paternal great uncle, and a maternal uncle. Query, upon whom does the estate devolve?

VIII.—Articles executed on the marriage of A, by which the settler covenants to convey to the use of A, the husband, with remainder to the heirs of his body.

On the marriage of B, he conveys land to trustees in fee simple to the use of B, with remainder to the heirs of his body.

What estates do A and B respectively take, in point of duration, in the lands so severally settled?

IX.—Land limited to A for life, remainder to B for life, remainder to the heirs of A, remainder to D for life. A dies, leaving one son, but devises the land to F a stranger; B dies, leaving D, F, and A's son, him surviving. Upon whom does the land devolve, and in what right?

X.—A B, a married woman, is seized of an estate in tail male in Blackacre, with remainder to C D in fee simple; and of an estate in tail male in Whiteacre, with a like remainder. A B dies, leaving her husband one child, being a daughter, the only child she ever had, and C D her surviving. Query, who becomes entitled to those several denominations upon the death of A B?

XI.—From what circumstance in the history of feudal law, has arisen the rule of construction that the word "heirs" in a grant of land is essential to pass or create an estate of inheritance?

XII.—How does the last statute of limitations, 3rd and 4th William IV., affect the relation between the owner of land in fee simple, and a person who has been in occupation of it by his mere permission?

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## EXAMINATION FOR AGRICULTURAL SCHOLARSHIPS OF THE SECOND YEAR.

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DR. ANDREWS.

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### CHEMISTRY.

1. What are the boiling points of water under pressures of 0 in., 30 in., and 60 in. respectively of the mercurial column?
2. Explain what is meant by the latent heat of steam, and state its value for steam formed at 212°.
3. Explain the formation of dew.
4. Describe the preparation of oxygen gas from the peroxide of manganese, and the mode of detecting the presence of oxygen in a gaseous mixture.
5. State the composition of nitric acid and of ammonia, and mention the sources from which these compounds are derived.
6. What are the tests of ammonia?
7. What is the composition of the chloride of ammonium and platinum, and how many grains of ammonia do 100 grains of that salt correspond to?
8. How may chlorine gas be prepared, and what are its properties?
9. Describe the re-action which takes place when calcined bones are digested in sulphuric acid?
10. What are the tests of potash, of lime, and of magnesia?
11. How may silica be detected in the ashes of a plant?

## DR. HODGES.

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### THEORY OF AGRICULTURE.

1. State the average composition of Peruvian guano, and describe the methods recommended for detecting the adulterations of that manure.
2. Compare the composition of bone manure with that of Peruvian guano.
3. Describe the various forms in which bones are employed as manure, and the chemical changes which take place in the preparations of vitriolized bones.
4. State the average composition of the ash of the turnip, and give a receipt for compounding an artificial manure for supplying to the soil the inorganic ingredients required for the growth of twenty tons of that crop.
5. Compare the composition of cow dung with that of human urine.
6. Describe the various precautions to be adopted by the farmer for the preservation of the valuable ingredients of farmyard manure.
7. State the amount of nitrogen respectively contained in 100 parts of bones, dried blood, woollen rags, and chandlers' greaves.

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## DR. DICKIE.

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### ZOOLOGY.

1. State the general characters of the Mammalia.
2. Why are certain animals called Rodentia? Mention also their leading characters.
3. State the peculiarities in the conformation of the Cetacea connected with their habits.
4. Why are certain birds called Natatores? and mention some of their characters.
5. Define the class Reptilia, and enumerate the orders usually included in it.

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### BOTANY.

1. Explain the terms Ovate, Obovate, Elliptical, and Lanceolate.
2. What is meant by Vernation? Explain in words and illustrate by plans the following kinds of it, viz., Conduplicate and Equeitant.
3. What is the arrangement of the parts in the Linnæan classes Icosandria and Tetradynamia? and mention any common plants, either wild or cultivated, examples of these.
4. What is the difference between a Legume and a Lomentum? and mention any common plant presenting an example of the former.
5. What effect is produced when plants are grown in the dark? and explain its nature.
6. What is the nature of the part of the seed called the Micropyle? and state the general position of the embryo in reference to that part.

# THE REPORT

OF

THE PRESIDENT OF QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC YEAR OF 1850-51.

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TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In accordance with the provisions of the Act of Parliament under which this College has been founded, and in pursuance of the Statutes issued by your Most Gracious Majesty, I beg leave to Report as follows regarding the general proceedings of the College during the academic year just now terminated, and on its actual condition.

2. Since the date of last Report, the organization of the several departments of the College has been sedulously proceeded with, and, although in many instances serious difficulties have occurred, which it required much attention to overcome, the working efficiency of the institution has been materially improved. Most of the essential requisites for the various courses of systematic instruction have been obtained, and been actively availed of by the Professors; and it may be now confidently asserted, that, although in no one department does the College possess all the resources which an institution of its university rank and extensive range of utility ought to possess, yet an important advance has been made on the position occupied by the College in the last year, and it may now contrast favorably even with many older and more established Colleges for university education.

3. I shall proceed to notice briefly such topics as may serve most fully to illustrate the actual position of the College, and the general working of the several departments since the date of last Report.

## NUMBERS AND AGES OF STUDENTS.

4. It is peculiarly gratifying to me to be able to report, that, notwithstanding the exertions made to embarrass the progress of the Queen's College, and to prevent Students from availing themselves of the advantages therein afforded for superior education, the beneficent intentions of your Majesty in the foundation



of this College have been satisfactorily carried out by the entrance of a still larger number of Matriculated Students in the Session just now closed than in that of the preceding year; and further, that, notwithstanding the influences employed to prevent the Students of the last year from returning to the College, so large a proportion have continued their college studies as to render the total number of Matriculated Students almost double that exhibited in the Report submitted at the end of the last year.

5. The precise numbers are as follows :—

Of 70 Matriculated Students who were in the College last year, there have prosecuted their studies this year,	.	.	.	47
There have entered in this Session, Matriculated Students,	.	.	.	71
Non-Matriculated Students,	.	.	.	38
Total number of Students of the Session now closed,	.	.	.	<u>156</u>

6. Those Students were distributed as follows :—

	Matriculated.	Non-Matriculated.	Total.
Faculty of Arts, .	56	12	68
Faculty of Medicine, .	31	19	50
Faculty of Law, .	3	3	6
Course of Engineering,	18	1	19
Course of Agriculture,	10	3	13
	<u>118</u>	<u>38</u>	<u>156</u>

7. The true significance of these numbers may not, however, be fully understood without a brief explanation.

8. It has been objected by those opposed to the Queen's Colleges, that the numbers of Students who entered in the preceding year did not indicate any conviction of the merits of the educational system, but had been attracted by the many scholarships, which purchased a support that might not have been accorded on mere principle. But it is now seen, that in this year, although, by the scholarships having to be divided between the Students of two years' classes, the number of those prizes available to the candidates entering this year was reduced to one-half, nevertheless a larger number of Students presented themselves than in the last year for matriculation, and to follow out the academic course for degrees. Another remarkable fact is, that many of the Students who last year attended the College as Non-Matriculated Students, and merely followed one or two courses of lectures, from an interest in special subjects, have, in the Session now closed, from an experience of the system of education, joined as Matriculated Students, to pass through the entire course, and graduate in the Queen's University. Hence the number of merely Non-Matriculated or Extra-Collegiate Students is not greater than in last year, as the tendency has been to the complete absorption of those Students into the collegiate organization.

9. In regard to the ages of Students, the averages appear nearly the same as in last year's Report. For the Matriculated Students, the average ages are, in the—

Faculty of Arts, .	.	.	.	18 Years.
Faculty of Medicine, .	.	.	.	19 $\frac{1}{4}$ „
Faculty of Law, .	.	.	.	18 „
Course of Engineering,	.	.	.	18 $\frac{1}{2}$ „
Course of Agriculture,	.	.	.	19 $\frac{1}{2}$ „
General average,	.	.	.	18 $\frac{2}{3}$ „

10. Of the entire number of Students, there are 14 under 16 years of age, 82 between 16 and 21, and 25 over 21 years of age. The extreme ages are 14 and 35 years. The ages of Non-Matriculated Students are generally higher than those of the matriculated, but are not entered, as those Students are not subject to the statutes for residence and supervision.

#### MATRICULATION—SCHOLARSHIPS, AND COURSES OF INSTRUCTION.

11. The nature and circumstances of the Matriculation Examination in the several faculties and courses having been fully explained in the preceding Report, it is sufficient now to mention that a very distinct advance has been remarked by the Examining Professors in the degree of proficiency exhibited by the young men who presented themselves this year for entrance. The nature of the educational system of the Queen's Colleges and University being now better understood by the managers of schools, the absolute necessity for a high standard of preparation is recognised, and will be carried into effect by a strict enforcement of the Entrance Examination by the Authorities of the College.

12. The Examinations for Scholarships were held at the periods arranged in accordance with the statutes, and were conducted by the Professors of the several branches of Literature and Science engaged in the courses for the first and second years' Scholarships respectively. Those Professors reported to the Council the result of their Examination, and the Council thereupon allocated the Scholarships. As in the former year, the Council, anxious to render your Most Gracious Majesty's liberality in founding those Scholarships the reward of valid and superior merit, did not confer any Scholarship except on evidence of positive ability and knowledge. There have, consequently, remained also in this year some Scholarships not filled up, but from the active competition and higher preparation of the Candidates, the number undisposed of is much less than in the case of the preceding year.

13. It gives me much pleasure to be able to report, that the systematic instruction in the various departments of science and literature in the College Faculties and Courses has been carried on by the several Professors with a degree of zeal, diligence, and ability, generally most highly creditable to themselves, and most useful to the public; and although in some very few instances the class arrangements have not yet fully acquired the form which the objects of the Collegiate instruction will ultimately require, I am confident that with the anxiety which the College Council, and the Professors, generally, have shown to promote the interests of Education, every possible exertion will be made to realize the full extent of your Majesty's beneficent intentions in organizing the improved system of Collegiate and University Education.

14. The classes of the second year's course of the Arts Faculty having come into play during the Session now concluded, there were occupied with the Lectures in that faculty ten Professors.

15. In the courses of the Faculty of Medicine, there were engaged nine Professors and the Anatomical Demonstrator.

16. In the Faculty of Law there are occupied two Professors.

17. In the Course of Engineering there are occupied five Professors.

18. In the Course of Agriculture there are occupied six Professors and the Lecturer on Veterinary Medicine.

19. The Classes to which Lectures were delivered, the number of Students attending each Class, and the number of Lectures delivered weekly, are given in the following table :—

CLASS.	Number of Lectures Delivered in the Week.	Number of Students belonging to the Class.
Greek Language, . . . . .	9	58
Latin Language, . . . . .	8 to 9	56
English Philology, . . . . .	5	30
French and German Languages, . . . . .	11	44
Mathematics, . . . . .	11	73
Natural Philosophy, . . . . .	6	44
Chemistry (including Practical Chemistry), . . . . .	7	71
Natural History, . . . . .	3	56
Logic, . . . . .	6	28
Geology and Mineralogy, . . . . .	3	12
Engineering (including Surveying), . . . . .	8	19
Agriculture, . . . . .	6	12
Anatomy and Physiology, . . . . .	5	32
Anatomical Demonstrations and Dissections, . . . . .	Several Hours Daily.	24
Practice of Medicine, . . . . .	3	10
Practice of Surgery, . . . . .	3	12
Materia Medica, . . . . .	3	16
Midwifery, . . . . .	3	7
English Law, } In the intervals of the Law {	6	6
Jurisprudence, } Terms. {	6	6
Veterinary Medicine, . . . . .	3	3

20. The delivery of the Course of Lectures on Celtic Languages having been delayed from various causes until very late in the Session, was attended but by one Student.

21. The regularity of attendance of the Students upon the Class Lectures has been upon the whole very satisfactory, the Council having found themselves only in a few instances called upon to enforce regularity by a reference to the penalties attached by the College Rules to insufficient attendance at Class Lectures.

22. I had occasion to describe in the Report submitted to your Most Gracious Majesty at the close of the preceding Session, the great disadvantages under which the Professors of the Medical Faculty laboured in carrying on the business of their several departments, owing to the total absence of any provision of buildings for their use. I am happy to be able now to report that in the interval a building, containing Museum, Dissecting and Lecture Rooms, suited to the plan of medical instruction, and sufficient for the present requirements of the faculty, has been erected, and the Courses of the Medical Professors have been transferred thereto from the rooms of the Faculty of Arts, which had been provisionally occupied by the Medical School. For the erection of this building of the Medical Faculty, the College is indebted to the enlightened zeal for educational improvement that has been throughout the progress

of this Institution uniformly manifested by His Excellency the Earl of Clarendon, under whose auspices and by whose exertions and liberality the necessary funds were obtained. The Medical Faculty and the Council of the College feeling the most lively gratitude for his Excellency's active assistance, and being desirous to commemorate that liberality, have resolved that the new building shall be inscribed and designated as the "Clarendon Building," allocated to the business of the Medical Faculty of Queen's College, Cork, which appellation it now accordingly bears.

#### LIBRARY AND MUSEUMS.

23. The arrangement and formation of the Library has been actively proceeded with since date of last Report, and, so far as the limited funds available from the Parliamentary grant has allowed, may be considered as being nearly completed, except in the department of Anatomy and Physiology, in which the requisition lists have not yet been finally arranged. In each department, however, the books now obtained can only be contemplated as forming a nucleus for what the Library collections of the College ought to be; and I would beg leave to submit the absolute necessity of additional funds being provided for obtaining books, as even already the wants of the Professors and more advanced Students have outgrown the existing resources of the College.

24. Some additions have been made to the Library, by donations of books, of which the most interesting has been that of 51 volumes of works on Oriental Literature, presented by the Hon. East India Company; and of 23 volumes and parts of Geological Memoirs, Maps, and Plates, presented by Sir Henry Delabèche on the part of your Majesty's Government. The Royal Irish Academy and the Messrs. Chambers have presented their several publications; and I was able to select from my own library 238 volumes of works on the Physical and Medical Sciences, as a donation to those departments of the College Library. Donations also of many individual works have been received from Dr. O'Connor, of Cork, and other persons interested in the progress of the College.

25. Considerable progress has been made in the arrangement of the Museum, and its collections have been augmented by donations of a series of the Fossils collected in the North of Ireland during the Geological Survey under Lieutenant-Colonel Portlock, R.E., presented by the Right Hon. the Chief Commissioner of Woods; also of a series of casts of the Fossils of the Himalayah, collected by Dr. Falconer, presented by the Hon. the East India Company; also of a collection of specimens of American woods, presented by General O'Leary. Further donations of Rocks and Minerals have been received from Mr. Greenough, to whose kindness and liberality the College is under the greatest obligation. There now only remains a few departments of the General and Medical Museums in which the collections still require to be organized, and it is to be expected that a very short time will enable those departments also to be rendered tolerably complete as to the arrangements for their illustration.

#### RESIDENCES AND DISCIPLINE OF STUDENTS.

26. The discipline and conduct of the general body of Students has been found during the last Session to be upon the whole extremely satisfactory, only

a few cases having occurred of infraction of rules of discipline, and none which required other correction than the admonition by the Vice-President and by the College Council. In no case has any violation of the rules of discipline in regard to morality and religion been known to have occurred.

27. In regard to the conduct of the Students resident in Licensed Boarding-houses, and of the religious instruction imparted to those Students by the reverend Deans of Residences of their respective creeds, I have the honor to annex the reports of those reverend gentlemen; and I beg to add thereto my own full agreement in the opinions which are therein so strongly expressed, that the moral and religious conduct of those Students is most honorable to themselves, and most decisive as to the beneficial influence of the collegiate system on the habits of the young men who are subjected to its rules.

28. I beg leave also to express to your Most Gracious Majesty the gratitude which is due to those reverend gentlemen, the Deans of Residences, who have discharged the wholly gratuitous duties of their offices with such efficiency and zeal as fully proves their conscientious anxiety for the moral and religious welfare of the Students committed to their charge.

29. The number of Students of the Wesleyan communion having materially increased, His Excellency the Earl of Clarendon, Lord Lieutenant, has been pleased to appoint the Reverend Mr. Greer as Special Dean of Residences for that communion.

30. The relative numbers of Matriculated Students of the respective communions attending the College in the first year of its opening having been shown in the former Report, it remains to exhibit, in the following Table, the proportions of Students of the several creeds attending during the Session just now closed. Of the 118 Matriculated Students on the College books, there belong to the—

Church of England,	42
Roman Catholic Church,	65
Presbyterian Church,	2
Wesleyan Communion,	8
Other Protestant Communions,	1
Total,	118

31. When distributed according to College standing, these become—

	Freshmen.	Sophisters.	Total.
Church of England,	23	19	42
Roman Catholic Church,	42	23	65
Presbyterian Church,	1	1	2
Wesleyan Communion,	5	3	8
Other Communions,	1	0	1

32. Comparing the distribution of the religions of Students, among those who entered the College in the Session commencing in October, 1849, with the religions of those who entered in the Session commencing October,



1850, the result will be found as given in the following Table, extracting the figures for 1849 from last Report:—

	Entrance of 1849.			Entrance of 1850.	
Church of England, . .	26	or per cent. 37·14	.	23	or per cent. 32·40
Roman Catholic Church, .	38	„ 54·29	.	42	„ 59·15
Presbyterian, . . .	1	„ 1·43	.	1	„ 1·31
Wesleyan, . . .	4	„ 5·71	.	5	„ 7·14
Other Communions, . .	1	„ 1·43	.	0	„ —
	<hr/> 70	<hr/> 100·00		<hr/> 71	<hr/> 100·00

33. Hence the Roman Catholic element appears to have increased about five, and the Wesleyan element about one and a-half per cent. upon the preceding year. The general numbers may be considered, however, to represent very fairly the ratio of distribution of the several religions among the class of society from which the Students were derived, in the South of Ireland.

34. In concluding this Report, I beg leave to express the general satisfaction which is felt at the completion of the improved system of superior education, by the establishment, under your Majesty's Royal Charter, of the Queen's University in Ireland. The academic career of the Students of the Queen's Colleges being thus to be crowned, by the reception from the Chancellor and Senate of the highest University degrees in the several faculties, will open to your Majesty's subjects of all creeds an honorable career in practical and professional distinction, unbiassed by prejudices, unshackled by illiberal exclusion, and rich in the rewards of honor impartially bestowed. Your Majesty having graciously conceded an organization, so suitably devised, it becomes the paramount duty of all entrusted with carrying out so great an educational plan, to devote themselves to the fulfilment of those objects of public benefit with which this College and the University have been founded; and it is my fervent trust, that notwithstanding the many and great difficulties with which this College has to contend from various sources, it will each year become more efficient in its departments, more extensive and more perfect in its range of action, and more fully known for the steady conduct and discipline of its Students. Thus, alone, can it become fully entitled to that award of public confidence and support of which already it has received so satisfactory a share; and thus only can the authorities of the College feel that they have discharged their duty, in carrying out to practical success, the beneficent intentions of your Majesty for Ireland and for its people.

(Signed),

ROBERT KANE,

*President.*

*Queen's College, Cork,  
June 18th, 1851.*

## APPENDIX.

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### OFFICIAL LETTERS OF THE SEVERAL DEANS OF RESIDENCES, ADDRESSED TO THE PRESIDENT OF QUEEN'S COLLEGE, CORK.

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*From the Rev. Louis Perrin, Dean of Residences for the Church of England.*

MY DEAR SIR,—I must ask your pardon for the long delay I have made about answering your note. Since very shortly after the commencement of this Session I have had, as usual, my weekly meetings with my Pupils. My own pupils have attended with fair regularity, and some of the others (*i.e.*, those not resident in licensed houses) have also very frequently been with me. Fogarty has not attended; I believe engagements prevented him; but as he is of the Methodist communion I do not feel that he is bound to come. I have every reason to believe that my Pupils are regular and attentive to public worship. The return which you made me at the commencement of the Session has been reduced, as Ashe has left the licensed house in which he did reside, and is with his brother; and Kingston has not been in town since Christmas. I need not ask have any other Students, in connexion with the Church, been since settled at Licensed Boarding-houses, as no doubt had such been the case you would have informed me of it.

I remain, my dear Sir, yours very faithfully,

LOUIS PERRIN, CLERK.

See House, Cork, March 14, 1851.

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*From the Rev. William O'Connor, Roman Catholic Dean of Residences.*

DEAR SIR ROBERT KANE,—In reply to your note of yesterday, it affords me great consolation to bear the same high testimony to the conduct of the Roman Catholic Students of Queen's College, Cork (for what has passed of the present collegiate year), that I did at the close of the last year's studies. The Students who reside with parents and guardians, and who do not necessarily come under my control, are equally entitled to my praise for attention and for orderly conduct as those residing in boarding-houses; and I am happy to be able to add, that whatever may be the speculative opinions of some wise and good men, I have not yet seen, nor have the Students yet experienced, danger to either faith or morals at Queen's College, Cork.

I have the honor to remain, my dear Sir Robert,

Yours most truly,

WILLIAM O'CONNOR,

*Roman Catholic Dean of Residences.*

20th February, 1851.

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*From the Rev. William Magill, Presbyterian Dean of Residences, to the President of  
Queen's College, Cork.*

SIR,—I have had under my care, for the last Session, Mr. Rutherford, Mr. Hayes, Mr. Hogg, Mr. Henry, and Mr. Eunson, Students of Queen's College. Weekly lectures on religion, and intended for their benefit, have been delivered from October to June. Regular visits were paid to

the Students at their own rooms for advice and superintendence ; and evenings were devoted to religious and literary education. All these means of instruction, together with the usual Divine Services on the Sabbath, at the Scots' Church, were attended by the Students with considerable regularity. I have had reason to be satisfied with their moral character and habits, their attention to their religious duties, and their interest in the several courses of study in which they were engaged. They leave Cork, I believe, in every way improved ; and they carry with them a purpose of literary industry which may be regarded as the bud of future promise. The unrivalled advantages they have enjoyed, aided by the kindness of many of the citizens of Cork, will induce them to commend their *alma mater*, and thus collect a harvest of alumni for future academic honors and pursuits.

I am, Sir, yours, &c.,

WILLIAM MAGILL,  
*Dean of Residences of the Presbyterian Church.*

Cork, June 14, 1851.



# THE REPORT

OF

THE PRESIDENT OF THE QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1850-51:

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TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In compliance with the provisions of the Act of Parliament founding the Queen's Colleges, I proceed to lay before your Majesty the following Report of the proceedings of the Session, which commenced on Tuesday, the 15th October, 1850, and which terminated on Saturday, the 14th of June, 1851.

2. At two Entrance Examinations, held on the 15th October and the 20th December, 1850, twenty-six Students were enrolled on the College books. Of these twenty-four were Matriculated and two Non-Matriculated Students. If these be added to the numbers who had entered the Queen's College during the first Session, the numbers admitted since the opening of the College, in October, 1849, will appear as follows—

Matriculated Students,	-	-	-	88
Non-Matriculated,	-	-	-	6

3. As great misrepresentations have been circulated of the number of Students attending this College, as well as of its general success, I deem it right to make upon this subject a few observations.

4. In estimating the progress of such institutions as the Queen's Colleges, attention must be paid to the district in which they are placed, and the population and wealth of the towns with which they are connected. Colleges placed in populous and thriving localities are at once frequented by numerous Students, who live in their own homes, and who are not obliged to incur the expense of



travelling to, or residing in a distant neighbourhood. The Students of the Queen's Colleges, unlike those of other institutions, must attend its Lectures for at least two terms of each Session—a period varying from five to six months. It will thus be seen how essential it is to look to the condition of the town near which a College is situated to judge with fairness of its real progress. In the great majority of cases the young men frequenting the Galway College come from a distance, the town of Galway not as yet possessing such a population as would furnish a large number of Students. Taking these circumstances into account, I do not hesitate to say that the Queen's College, Galway, has fully kept pace with her sister institutions of Belfast and Cork—institutions which, by the confession of all, have equalled the most sanguine expectations of their warmest supporters. Nor do I entertain a doubt that, despite the extraordinary and continued opposition which appears to be, in a great degree, concentrated upon this particular institution, it is destined to outlive the hostility with which it has been assailed, and to confer upon the province those countless and inestimable blessings which follow in the train of knowledge, enlightenment, and civilisation.

5. I am glad to be able to report that the conduct of the Students (including young men of all persuasions) has been generally all that could be wished. If some acts of insubordination and breach of College discipline have occurred, they have yielded in almost every instance to remonstrance and persuasion. The College Authorities have but rarely been compelled to resort to penalties. The Reports of the Professors, to which I shall subsequently refer, give, on the whole, a very satisfactory account of the attention which the Students have paid to their studies, and their progress in the different branches of learning to which they devote themselves. I feel, indeed, sure that in no Collegiate institution do the Professors labour with more indefatigable zeal to promote the interests of the Students, and it is right to say, that in the majority of cases their efforts have been met and responded to as they deserve. The great dearth of schools in the province, and the faint desire for knowledge which has hitherto manifested itself, is strongly perceptible in the state of preparation of many of the Students who offer themselves for entrance; and nothing can better illustrate the necessity and advantage of such an institution as the Queen's College, than the change which a few months' attendance upon the Lectures of the Professors has wrought, not only in the actual attainments of the Students, but in awakening within them a desire for knowledge. Young men whose attainments on entering the College were barely sufficient to enable them to pass the Matriculation Examination, have within a short time become most assiduous and attentive to their studies, and before the conclusion of the Session have evinced an improvement which has called forth the admiration of their teachers.

6. In the Appendix annexed to this Report will be found the courses of instruction which are pursued by the Students in the several Faculties and Schools, as well as the Examination for Matriculation and the Scholarships of the different years. I have also added selections from the questions given at the Scholarship and Prize Examinations. These questions will be a test, from time to time, of the effect which the College may produce in elevating the standard of knowledge throughout the province.

7. With regard to the religious instruction of the Roman Catholic Students, and their attendance upon their religious duties, I think it right to state the following circumstances. By the Statutes of the Queen's Colleges, the Crown has been empowered to appoint Deans of Residences for the different persuasions, to whom complete control is given over every Student of their respective creeds not residing with his Parent or Guardian, and who can also call for College penalties upon any Student, no matter where resident, who may not be regular in attendance upon his place of worship. Immediately on the opening of the College, in October, 1849, a Roman Catholic Dean of Residences was appointed, who continued to discharge, during the entire of the first Session, the high and salutary duties of his office with the most exemplary attention. It was my grateful duty to lay before your Majesty, in my first Report, the statement submitted to me by this excellent gentleman, of the extreme satisfaction he had derived from the conduct of the Students submitted to his care. This statement was, indeed, a gratifying proof that the Statutes had provided abundant securities for the faith and morals of the Students, and that any danger which might arise could only result from the Churches not availing themselves of the opportunities afforded them by the Statutes, and from not co-operating with the College Authorities in providing for the spiritual welfare of the Students. Among other interesting portions of the Report of the Roman Catholic Dean, I beg to refer to the following statement:—

“I am happy to say that the Catholic Students have, up to this time, evinced a deep sense of the anxiety which yourself, Sir, the College Council, and the entire body of the Professors, have felt for their religious instruction, in appropriating one day in each week for that purpose. I have had the satisfaction to see them attend my instructions regularly on every Saturday. My notes of their attendance enable me to report that they have been generally present, except when prevented by some reasonable cause.

“All Students who have been present at my instructions have given me the greatest satisfaction, by the attention which they have paid to the various subjects on which I addressed them, and the thorough knowledge which, I found by interrogating them, they acquired of them. I am happy to report, as the fruit of such religious dispositions, that on a late occasion several of the Students, who had not previously received the Sacrament of Confirmation, were confirmed by the Right Rev. Dr. O'Donnell.

“I am also gratified in being able to report that, during the visits which I paid to the licensed houses, I have heard no complaints nor observed any symptoms of disorderly conduct; on the contrary, I have received repeated assurances from the parties who hold these houses, that the Students have conducted themselves in a quiet, moral, and gentlemanly manner.”

8. Such was the satisfactory manner in which, during our first Session, the religious and secular instruction of the Roman Catholic Students went hand in hand, the latter given by the accomplished scholars who fill our professorial chairs, a large number of whom are Catholics—the former dispensed by the Clergyman who, in accordance with the Statutes, had entered upon his office under the sanction of the constituted authorities of his Church. I lament to say that this gentleman has intermitted, during the last Session, the performance of those sacred duties which he had discharged with so much honor to himself, and so much advantage to the College.

9. In the absence of that Minister whom the public care of your Majesty provided for the Roman Catholic Students, the Heads of the College have not failed to use all the weight of their influence and advice in enforcing upon them a diligent attention to their religious duties. It gives me sincere pleasure to declare that that advice has been attended to. From the repeated inquiries I have made, I am able to state my confident belief that the conduct of the Roman Catholic Students has been excellent; that they have been

regular in their attendance upon their place of worship, and in the performance of every religious duty belonging to their creed.

10. To the cordial support and co-operation we have received from the Reverend Deans of the Established and Presbyterian Churches I find it hard to do justice. These gentlemen have been instant in the discharge of every duty connected with their office: they have endeavoured to carry out the benevolent intentions of the Legislature, in giving confidence to the parents of the Students submitted to their charge, and in blending with that instruction which prepares a man for his walk through life, that higher teaching which sanctifies and elevates his path. Some difficulty has been felt by these gentlemen in the case of Students who do not reside in the Boarding-houses, and over whom their control does not extend. They have, however, endeavoured to compensate by an increase of zeal for that legal authority of which they are deprived in the case referred to. I may here observe, that every inducement that could be afforded to Students to reside in Licensed Boarding-houses, would be in itself an additional security for religion and morals, by enlarging the power and control of those ministers, who, in some degree, are accountable for the conduct of the Students.

11. As connected with the distribution of Scholarships, a circumstance occurred towards the commencement of the Session to which I think it necessary to refer. In awarding those Scholarships which the munificence of the Legislature has placed at the disposal of the College, the Authorities considered that they were dealing with a fund which was given to promote Education, and which ought not, under any circumstances, to be bestowed upon undeserving candidates. While they had regard to the low state of Education in the province, and considered that a high standard of knowledge ought not for some time to be insisted upon, they were determined not to confer Scholarships upon any Candidates whose answering did not imply such an amount of previous preparation as would enable them to derive advantage from the teaching of the Professors. Acting upon this principle, they stopped several Scholarships at the Examinations held during the first term of the present Session. On one occasion, a Student who considered himself aggrieved by not obtaining one of these endowments, memorialled the Visitors against the decision of the College Council. As the transaction involves a principle of law deeply interesting to all the Colleges, and as it tends to show the prompt attention that is paid to any Student who may consider himself unjustly treated, I deem it right to state the particulars of the transaction, and the decision of the Visitors.

12. A few Scholarships of the second year not having been awarded at the first Examination of the Session in October, were held over to be contended for at the second and last Examination in December. On this occasion the Scholarships exceeded in number that of the Candidates; but, as the answering was very defective, the College Council determined not to award any of the Scholarships. An unsuccessful Candidate protested against this act of the Authorities, and urged them to reconsider their decision, and to grant him a Scholarship. Upon their refusing to do so, the Student memorialled the Visitors of the College, praying for an extraordinary Visitation to consider his claims, which he rested upon two grounds—first, that he had not been examined with sufficient care

and perfect fairness; secondly and chiefly, that the Council had no right to refuse him a Scholarship, under the circumstances in question. An extraordinary Visitation was at once granted to the Student, and his case received the most patient and attentive consideration. I feel much pleasure in stating that the accuracy, care, and honor of the Professors who examined the Student were completely vindicated, and that the decision of the College Authorities in not awarding a Scholarship upon defective answering was fully confirmed. But I feel equal satisfaction in referring to the prompt attention that was paid to the prayer of the memorialist, and to the proof which has been thus given that any Student who may consider himself aggrieved will have the wrong of which he complains at once investigated by a tribunal composed of men whose rank, integrity, and attainments place them above the suspicion of injustice. I annex the record of the proceedings of the Visitors:—

At a special meeting of the Visitors of the Queen's College, Galway, held in the Privy Council Chamber, in the Castle of Dublin, on Saturday, the 8th March, 1851, to consider the Memorial of Mr. ———, praying for a Visitation to consider his claim to a second year's Scholarship in the Queen's College, Galway, and at which meeting the Memorialist attended and was heard in support of his claim, the following decision was unanimously adopted by the assembled Visitors:

*Present,*

Right Honorable the LORD CHANCELLOR.

His Grace the DUKE OF LEINSTER.

Right Honorable R. W. GREENE.

Rev. W. B. KIRKPATRICK, Moderator of the General Assembly of the Presbyterian Church in Ireland.

W. Stokes, M.D., President Royal College of Physicians.

"That in the opinion of the Visitors assembled, the Statutes of the Queen's Colleges do not entitle a Student, although possessing the requisite qualifications as to standing, to admission to a Scholarship when he is one of a number of Candidates less than the number of Scholarships which it may be open to the Council to award, unless he shall answer, at the examination to the satisfaction of the examining Professors, as to the knowledge of the subjects of that examination; but, that in awarding Scholarships, the Council of the College are to be guided by the reports of the Examining Professors, as well to the positive as to the relative merits of the respective Candidates.

"That in the course of the examination held in the month of December, 1850, for the five Scholarships in the faculty of Arts, for Students of the second year, and at which Mr. ——— was a Candidate, the Visitors do not see any ground for holding that Mr. ——— was improperly examined, but the Professors appear to have formed their opinion of his deficiency, from his answering in the books, and subjects duly appointed for that examination.

"And on these grounds the Visitors do not think that Mr. ——— is entitled to the Scholarship claimed by his Memorial."

MAZIERE BRADY, C.

LEINSTER.

RICH'D. W. GREENE.

WILLIAM D. KIRKPATRICK.

WILLIAM STOKES.

13. With respect to the educational progress of the Students, I beg to refer to the Reports of those Professors who have been engaged in their instruction, and who it will be seen state with perfect candour the real condition and progress of the Students.

14. From the Professors in the Science Division of the Faculty of Arts I have received the following Reports. The Professor of Mathematics, Dr. Mulcahy, reports as follows:—

"The total number of lectures given by me during the past Session was, as nearly as I can make out, 255, the occurrence of a few holidays, and occasional absence, prevents me from giving the precise number.

"The attendance was on the whole very satisfactory, there was scarcely an instance of irregularity that did not arise from sickness or other valid excuse.

"With respect to the progress made, I have equal reason to be satisfied; except in a few cases the answering, both at the daily examination, during Lectures, and at the final Sessional examinations, evinced, on the part of the Students, a bona fide desire to avail themselves of the opportunity afforded them for the acquirement of sound knowledge.

"I had three Non-Matriculated Students who attended with considerable regularity."



15. The Professor of Natural Philosophy, Mr. Crofton, reports as follows:—

The number of Lectures delivered by me in the Queen's College, Galway, during the Session of 1850-51, was

First Term,	-	-	-	46
Second Term,	-	-	-	84
Third Term,	-	-	-	24
Total,				154

The number of Students attending was, First Term, 11; Second Term, 10; Third Term, 8.

These Students belonged only to the Faculty of Medicine, and the Schools of Engineering and Agriculture; the Students in Arts not being required to study Natural Philosophy till the third Session from their matriculation; which accounts for the smallness of the numbers above.

The attendance was on the whole very regular; and the progress of the Students, as I judged from questions put to them from time to time during the Lectures, as well as from their answering at the Sessional Examination, was satisfactory, with a few exceptions, which I attribute chiefly to their uneducated state on entering the College, particularly to their imperfect knowledge of Mathematics, which rendered it very difficult for them to form correct physical notions, even of the most fundamental description.

Of the above number, only two were Students of the second year; neither of them attended during the third term, so that the Lectures during that term were confined to Students of the first year.

16. Dr. Melville, the Professor of Natural History and Botany, reports as follows:—

The number of Lectures given by me, including examinations on Microscopic and Comparative Anatomy, Physiology, and Zoology, amounted to 90—diffused over the three terms of the Session 1850-51.

Thirty Lectures were delivered on Botany, at a separate hour, during the second and third terms, exclusive of the examinations on Saturdays.

The number of Students attending the Lectures in the Natural History department during the Session was 26; 19 in the Faculty of Arts, 4 in Medicine, and 3 in the School of Agriculture.

Four Students in Medicine and three in Agriculture attended the Lectures on Botany.

The attendance on the Lectures and Examinations was very satisfactory.

The progress of the Students in these departments of Science was such as to be highly agreeable and satisfactory to myself; and the interest excited in their minds is evinced by their devoting their Prize Money to assist in exploring the marine fauna of the province by dredging.

17. The Professor of Logic and Metaphysics, Mr. Moffett, gives the following Report:—

During the first term of the Session 1850-51 I lectured five days weekly, with a short intermission caused by illness, and during the early part of the third term I lectured three days, and for the latter portion of the term five days, weekly. The Lectures of the third term were a supplemental course, attendance on which was not compulsory; the Students, however, attended, with scarcely less punctuality than during the indispensable course.

Number of Students in attendance during First Term,	-	-	20
Number of Students in attendance during Third Term,	-	-	19

In the course of instruction I made it my object to combine the system of preliminary questioning, and catechetical examination, on portions of the prescribed Text-books, with the system of prelections, on the subjects discussed, in which the Students were subsequently exercised and examined.

The assiduity and progress of the Students, and their answering at the examinations at the close of the Session, were, with a few exceptions, highly satisfactory, and the answering of several of them at the examination for Prizes, exhibited an extensive and accurate acquaintance, not merely with the principles of Logical Science, but also with their special practical application.

I have great satisfaction in further adding, that the deportment of the Students throughout the Session, without any exception, was most orderly and becoming.

18. Dr. Ronalds, Professor of Chemistry, reports of his Class:—

"The general course of Lectures on Chemistry, given during the Session 1850-51, comprised 69 lectures, at which 23 Students attended. The attendance was generally regular, and the conduct during Lecture extremely proper. The progress made by the greater number of Students was satisfactory. The course of Practical Chemistry comprised 42 Lectures, and was attended regularly by only two Students of the College. The progress made by these gentlemen who attended regularly, was highly satisfactory."

19. The Professor of Civil Engineering, Mr. Blood, reports as follows:—

"In the Surveying Department considerable progress has been made by the five Engineering Students of the first year, and the two Agricultural Students of the second year, who have attended the demonstrations in the Lecture-room, and the practical instructions in the field, both in surveying and levelling. They



have also had ample opportunities for exercise in the use of the principal field instruments, and of these they have generally availed themselves.

As there is no mathematical knowledge required in Agricultural Students, the course of surveying for them is, necessarily, merely elementary.

It so happened, however, that this year the Students in Agriculture had some knowledge of Geometry and Trigonometry, and were therefore enabled to make more progress than would otherwise have been the case.

In the engineering business of the second year a good deal has also been done, considering the time lost from unavoidable circumstances, in the beginning of Session.

The Pupils of this year also took advantage of the field instruction and exercises with instruments, and had opportunities of seeing the railway and drainage works in progress in the neighbourhood.

The Engineering Students have not devoted so much time to the practice of drawing as I could wish, and some of them are backward in this department.

The school is still in a deficient state for want of a collection of models and diagrams.

I may add that at the Sessional Examination, the answering of nearly all the Students was very satisfactory, and some of that at the Examinations for Prizes was highly creditable.

47 Lectures were given to Students of the second year, and 71 to Students of the first year, in the School of Civil Engineering. 39 Lectures were given in Surveying to Students in the School of Agriculture.

20. Mr. William King, Professor of Mineralogy and Geology, has furnished me with the following Report of his Class, and the list of questions (see Appendix, page 91) which he gave at the Prize Examination in last June :—

In accordance with the Statutes the second year's Students of Agriculture and of Engineering have attended the Lectures on Mineralogy and Geology.

The number of lectures delivered during the Session was 51 ; in addition to which, excursions were occasionally made to interesting geological localities.

The first term and a portion of the second treated of Rocks, Stratification, and Formations ; the remainder of the second, on Palæontology ; and the third, of Mineralogy.

The Students have taken considerable interest in the subjects of the Lectures ; and their answering during the Session has been generally highly creditable.

It having been considered necessary for the first year's Agricultural Students to acquire more knowledge of Rocks and Stratification, they were allowed to attend the Lectures on these subjects. Some have taken so much interest in the general subject, that they have attended pretty regularly the entire Session.

21. The absence of Mr. Skilling, the Professor of Agriculture, from Ireland, has prevented my receiving his Report of the progress of the Students in his important department. I find, from the College Rolls, that 106 Lectures were delivered by him in the last year ; and from the repeated communications I have had with him during the Session, I can confidently state, that in no department has the attendance of the Students been more sedulous, or their progress more satisfactory.

22. The Professors in the Literary Division of the Faculty of Arts report as follows :—

23. The Professor of the Greek language, Mr. Hearn, says :—

The Students of the second year have the option between attending Lectures on Mathematics, and Lectures on Greek and Latin ; consequently, the Greek Lectures for Students of this year were attended by comparatively few Students, chiefly by those holding literary Scholarships of the year ; their progress was most satisfactory. The progress of the Students of the first year depends, especially in classics, upon the state of their preparation at entrance. In many cases, the knowledge shown of the classical languages, but especially of Greek, was very slight ; and the progress made by such Students has not been great. Those, on the other hand, who came tolerably well prepared, have made rapid advances, and the answering of the Students of both years, who obtained Prizes of the First Rank in Classics at the Sessional Examination, was of the highest order. Taken as a whole, the Students have been extremely diligent in their attendance on the Greek Lectures, while their answering at the Sessional Examination was very satisfactory. I delivered 254 Lectures during the Session ; 23 Students of the first year, and 8 of the second year were in attendance.

24. Mr. Nesbitt says :—

The Professor of Latin delivered during the Session 1850-51, in all, 252 Lectures, of which, 100 were given to Students of the second year ; 152 to Students of the first year, arranged in two classes.

The number of Students of the second year who attended Latin Lectures was seven ; of Students of the first year twenty.

The Professor can speak in terms of marked approval of the attention and diligence of the Students attending his classes ; but the proficiency of many is much below the standard which it would be desirable to attain, owing mainly to the extreme deficiency of their Preparatory Education ; but, in part, to the

distraction of their attention between the numerous courses which they are obliged to pursue during the College Session.

It may be added, that the introduction of Professional Students into the first and second years of the course has, in several instances, seriously retarded the progress of Students in the literary department.

The answering at the General Examination was respectable, and that of some of the Candidates for Prizes, highly creditable.

25. The Professor of History and English Literature, the Rev. Mr. O'Toole, reports thus of his Students:—

The subject of Lectures this season was confined to the English Language; Students of the third year alone being required, by the present arrangement of studies, to attend the Lectures on History and English Literature.

The number of Students attending Lectures was 43. The average number of Lectures attended by each Student was 20, out of 28 Lectures delivered during the second Term of Session. The course of Lectures on the English Language is limited to one Term; and the Lectures were given three times a week.

The attendance and diligence of the Students were satisfactorily tested during the Term, by frequent catechetical examinations. The result of the Sessional Examination, and particularly that of the examination for honors, was such as gave proof of considerable attention during the time of Lecture, and close study of the Authors recommended by the Professor.

26. Dr. Bensbach, Professor of Modern Languages, states the number of Lectures delivered to his Class to be as follows:—

No. of Lectures delivered to the various Classes throughout the Session 1850-51,	. 249
No. of do. to the Junior French Class,	. 72
No. of do. to the Senior do. Class,	. 52
No. of do. to the Junior German Class,	. 67
No. of do. to the Senior do. Class,	. 58

The Professor then reports on the progress and answering of the Students:—

THE JUNIOR CLASSES, both German and French, consisted of Students who nearly without exception, commenced the study of French or German with me. The majority of these Students attended regularly; were well prepared; and made considerable progress in their studies. The first prize in French was actually obtained by a Student who had no knowledge of French previous to his joining my class.

THE SENIOR CLASSES, in French and German, consisted of Students who had commenced their studies last year. Also these Students made considerable progress, but not so great as I could have wished. There were two drawbacks to their progress, the first, because the classes were voluntary, and I could not keep a very strict discipline; secondly, because the hours of attendance in the second and third Terms have been most inconveniently changed, to suit another Professor, whose Lectures they were obliged to attend.

27. The following Report is from Mr. Mahony, the Professor of the Celtic Languages:—

I have to report that my Lectures commenced about three weeks after the opening of the Session, and were continued twice a week until the close of the Session.

The number of Students in attendance has been only three. They have attended very regularly, and have made considerable progress, which is the more meritorious as their attendance was entirely voluntary.

28. Those Professors of the Medical Faculty who have as yet delivered Lectures, have furnished me with the annexed statements:—

29. Dr. Croker King, Professor of Anatomy, says:—

SESSION 1850-51.—ABSTRACT FROM THE RETURNS OF THE PROFESSOR OF ANATOMY AND PHYSIOLOGY. NUMBER OF PUPILS—

Attending Course of Lectures on Anatomy and Physiology,	. 7
Attending Course of Practical Anatomy,	. 9
The following number of Lectures were delivered during the Session on Anatomy and Physiology,	. 112
Anatomical Demonstration,	. 110
Of the Lectures on Anatomy and Physiology, the marks of the two Pupils most regular in their attendance, were	. 108—106
Marks of the least regular,	. 37—31

With these latter exceptions the attendance was most satisfactory.

The two latter did not obtain credit for attendance during the Session; one was unable to attend in consequence of ill health.

At the Sessional Examination the answering was creditable, particularly in the case of the two senior scholars, each of whom answered 50 questions out of 60 which were proposed.

30. Dr. McCoy, Professor of Materia Medica, delivered fifty-one Lectures during the past Session, and reports that the answering of the Students at the Examinations was excellent.

31. It now only remains to refer to the Reports which the Professors of English Law, and of Jurisprudence and Political Economy, Messrs. Hugh Law and Caulfield Heron, have given of the progress of their Students :—

32. Mr. Law says :—

The Class Lectures in the Faculty of Law commenced on the 17th of October, 1850, and terminated on the 21st of February, 1851, during which period there were delivered, at intervals, in the months of October, December, and February, twenty-four Lectures to the Students of the second year, and twenty-one to those of the first year. Besides those, there have been the examination for Scholarships held at the commencement, those for prizes held in the middle, and a Public Lecture upon Law delivered at the close of the Session.

The attendance of the Students has been throughout as regular as could be expected, considering the extent to which their time has hitherto been occupied with their other studies; and their attention and anxiety to receive instruction during the Lectures has been always highly satisfactory and encouraging. The answering too of *all* of them, both at the examinations for scholarships, and at those held for prizes, was exceedingly good; evincing not only a substantially accurate recollection of the Lectures previously delivered, but also a very careful study of those books which the Professor had recommended for their private reading.

33. Mr. Caulfield Heron states of his department :—

The Examination for the Junior Law Scholarship (second year) was held on the 16th October, 1850. For the course in which the Candidates were examined, see Appendix, page 77.

The Examination for the Junior Law Scholarship (first year) was held on the 17th of October, 1850. The course in which the Candidates were examined will be found in the Appendix, page 77.

The Examination for Prizes in the Faculty of Law (second year), was held on the 21st February, 1851.

#### COURSE.

LAW OF PROPERTY, ETC.:—Williams on Real Property; Williams on Personal Property; Smith's Lectures on the Law of Contracts; Smith's Mercantile Law.

EQUITY:—Story's Equity Jurisprudence; (Smith's Manual.)

CIVIL LAW:—Bowyer's Civil Law.

The Examination for Prizes (first year), was held on the 22nd of February, 1851.

#### COURSE.

LAW OF PROPERTY, ETC.:—Williams on Real Property; Williams on Personal Property; Story's Equity Jurisprudence; (Smith's Manual.)

JURISPRUDENCE:—The Lectures of the Professor of Jurisprudence during the two previous terms.

CIVIL LAW:—The Institutes Justinian.

I gave twenty-four Lectures upon Jurisprudence, and twenty-four Lectures upon Civil Law during the two first Terms of the Collegiate Session. The conduct, attendance, and answering of the Students at the Lectures and Examinations have been most satisfactory.

The Examination for Prizes in Political Economy was held on the 8th of February, 1851.

#### COURSE.

Smith's Wealth of Nations; Senior's Political Economy (Encyclopædia Metrop.); Bastial's Popular Fallacies; Heron's Lectures on Taxation.

In the Appendix will be found the complete course in the Faculty of Law.

34. The complete foundation, under Letters Patent granted by your Most Gracious Majesty, of a University where the Students of the Queen's Colleges will obtain degrees, and the attaching to them "all such rights, privileges, and immunities," as belong to similar degrees granted by the most ancient and

honored Universities of the Empire, is a fit completion of the system of Education which your Majesty and the Legislature have provided for the people of Ireland. The establishment by the University, of Prizes to be contended for by Students from all the Queen's Colleges, will keep alive a spirit of generous emulation amongst these institutions. It will be a gratifying and instructive spectacle to see young men from every province, and of every creed, contending in honorable rivalry for those prizes which will at once confer distinction upon those who may obtain them. The high and respected names which constitute the Senate of the Queen's University, have already attracted public confidence, and are a sufficient earnest of the success that will attend its proceedings; nor can I allude to the constitution of that body, without expressing the entire satisfaction which every supporter of the Queen's Colleges has derived from finding at its head the statesman who, in an auspicious hour, was called to preside over the destinies of this country, and to whom the friends of united education owe a debt of endless gratitude.

35. The annexing, by the Benchers of the Queen's Inns, to the A.B. degree of the Queen's University, the privileges that attach to the same degree when granted by the Universities of Cambridge, Oxford, and Dublin, is a just recognition of the high course of education pursued in the new Colleges, and does honor to the liberality of the Benchers. The Student who shall obtain the degree of A.B. will now be called to the Bar without being compelled to attend the *extra* terms hitherto required of all who had not graduated in the older Universities. Certain other privileges have been asked from the Benchers for the Diploma of Elementary Law, and the degree of LL.B. Into the particulars of these demands I do not think it right to enter, because they are still under the consideration of the Benchers, and because I have the fullest confidence that every privilege that justice can require will be ceded by that learned body. I hope, however, it will not be considered improper to observe, that the Queen's Colleges have peculiar claims to the favorable consideration of the heads of the legal profession as being the first Collegiate Institutions that have given to the Science of Law its due importance, and that by introducing into its ordinary courses the study of its noble principles, as well as by the creation of Legal Faculties, and the endowing them with Scholarships, have endeavoured to promote the cultivation of legal knowledge.

36. As regards the Profession of Solicitors, a recent Act of the Legislature has conferred some very important advantages upon the Students of the Queen's Colleges. First, by extending to the degrees of A.B. and LL.B. the same privileges which have hitherto been confined to the degrees of the Universities of Oxford, Cambridge, and Dublin—Students now obtaining these degrees being entitled to be sworn in as Solicitors after three years' apprenticeship instead of five; and next, by conferring on all Matriculated or Non-Matriculated Students, who shall attend the Lectures of the Professors of the Faculty of Law in the Queen's Colleges, the privileges set out in the following clause:—

“That every person who has Matriculated, or as a Non-Matriculated Student of one of the Queen's Colleges, shall have attended, or shall attend, the prescribed lectures, and shall have passed, or shall pass, the prescribed examinations of the Professors of the Faculty of Law in any of the said Queen's Colleges for a period of two collegiate years, and who shall have duly served as an apprentice or clerk, by contract in writing, duly stamped at or before the signing thereof, or within six months after, for the term of four years, in like manner as by the said herein-before first-recited Acts is directed respecting the service, for the term of five years, shall at any time after the expiration of five years, from the commencement of such attendance on lectures, or of such period of service, which shall first happen, be qualified to be sworn and to be admitted as an attorney or solicitor



respectively, according to the nature of his service, of the several and respective superior Courts of Law or Equity in England or Ireland, as fully and effectually to all intents and purposes as any person having been bound and having served five years is qualified to be sworn and to be admitted or enrolled an attorney or solicitor, under or by virtue of any Act or Acts now in force for the regulation of attorneys or solicitors in England or Ireland, anything in the said Acts or any of them to the contrary in anywise notwithstanding."

37. It will be seen from the Reports of the Professors which are given above, that the Students have been generally most assiduous in their attendance upon Lectures, and that when they enter on their studies with a sufficient amount of preliminary learning, their progress has been only retarded by their endeavours to pursue, at the same time, too many branches of knowledge. It will be necessary to explain what has mainly given rise to this. In many instances young men are unable to meet the expense of residing near, and attending the College, unless they are sufficiently fortunate to obtain Scholarships. The large majority of these endowments are annexed to the Faculty of Arts, while there are comparatively few in the Faculties of Medicine and Law, and in the Schools of Agriculture and Engineering. Now, the Students attending these Professional and Industrial Departments are precisely those who, looking to the Profession or Employment they may adopt in after-life for support, stand most in need of those aids in obtaining education which Scholarships afford. Accordingly many Students enter the Faculty of Arts, gain Scholarships therein, and thus deriving the necessary means for attending the College, endeavour to pursue, coterminously with the studies required in Arts, the Courses of Instruction given in other Departments. Scholars in Arts are constantly found attending, Medical, Legal, or Engineering Lectures, but particularly the former. It would be unjust to prevent any Student from obtaining at once, by increased labour, the endowment which enables him to prosecute his Collegiate career, and that particular species of knowledge which he may consider most useful to his future prospects. But the pursuit of so many branches of knowledge serves, it is feared, to distract his attention, and to prevent his attaining that complete familiarity with the subjects of his study which so effectually helps to sharpen and fortify the mind.

38. Acting upon this belief, the College Authorities have determined to recommend to the Senate of the Queen's University that a modification be made in the courses of instruction in Arts for such Students of the Faculty as may be in attendance at the same time upon the Medical Lectures, and that they may be thus enabled to carry on simultaneously their education in both departments. They conceive that, by such an arrangement, many persons will obtain the means of pursuing their medical studies who would otherwise be precluded from doing so, while the Students of the Medical Faculty will be encouraged to cultivate, together with their professional pursuits, those branches of classical and general learning which every day's experience proves to be so essential to the Medical Practitioner.

39. I have referred to the fact, that the Scholarships in the Faculty of Arts are often sought for by Students, to enable them to attend Lectures in other departments, and to the injurious effects likely to result from such a practice. The cause of this I have already explained to be the difficulty which Students find in meeting the expenses of the College. This difficulty, I have little doubt, will form the only real obstacle to the speedy and entire success of the Institution, and not any opposition arising from a misconception of its nature, which



every hour must serve to dissipate. I am far from wishing to recommend that any of the Scholarships at present annexed to the Faculty of Arts should be transferred to the other departments, because I believe it right to encourage the youth of the present day to a diligent cultivation of those great models of ancient literature, and those exact sciences which form the best mental culture; but I most respectfully venture to submit that some means should be devised by which the cost of attending the College would be lessened, and the advantages it offers be thus more widely diffused. The fees payable to the College, which at present constitute the sole means for defraying its current expenses, add largely to the cost the Student must encounter.

40. To enable the Authorities of the College to reduce these fees, by a grant for meeting this expenditure, would be an object worthy of the wise and benevolent policy, which, in other respects, has so nobly endowed it. No Educational Institution that I know of, is left without some provision for its maintenance. The establishment, too, of Boarding-houses or Halls under the control of the Authorities, where the Students could reside at a fixed and moderate rate, would largely contribute to extend the benefits of the Institution. If the College fees were reduced to the same moderate standard which prevails in the Universities of Scotland, and Boarding-houses or Halls provided for the Students—all which could be done at an expense utterly insignificant as compared with the great end in view—the College would, I am persuaded, overcome every obstacle it may have to encounter, and would cast far and wide throughout the Province those precious seeds of knowledge, sure to yield, at no distant period, that abundant harvest which would repay with usurious interest whatever cost or care has been expended in its establishment.

(Signed)

EDWARD BERWICK,

*President.*

*Queen's College, Galway,*

*5th August, 1851.*

# A P P E N D I X.

## PROGRAMME OF MATRICULATIONS AND STUDIES IN THE FACULTIES AND SCHOOLS, QUEEN'S COLLEGE, GALWAY.

### VISITORS OF THE QUEEN'S COLLEGE, GALWAY,

*Appointed 6th September, 1850.*

Most Rev. Lord John George, Archbishop of Armagh, and Primate of all Ireland.  
Right Hon. Maziere Brady, Lord Chancellor of Ireland.  
Most Rev. Archbishop John Mac Hale.\*  
His Grace Augustus Frederick, Duke of Leinster.  
Right Hon. Arthur James, Earl of Fingall.  
Right Rev. Thomas, Lord Bishop of Tuam.  
Right Rev. Bishop Laurence O'Donnell.  
The Chief Secretary of Ireland, for the time being.  
Right Hon. Nicholas Ball, Justice, Common Pleas.  
Right Hon. Richard Wilson Greene.  
Sir Henry Marsh, Bart., M.D.  
The Moderator of the General Assembly of the Presbyterian Church in Ireland, for the time being.  
The President of the King's and Queen's College of Physicians in Ireland, for the time being.  
The President of the Royal College of Surgeons, in Ireland, for the time being.

### COUNCIL.

President,	-	-	-	-	Edward Berwick, A.B.
Vice-President,	-	-	-	-	Rev. J. P. O'Toole, D.D.

### DEANS OF FACULTY

FOR THE SESSION OF 1850-51.

Faculty of Arts, Literary Division,	-	-	-	William Nesbitt, A.M.
Faculty of Arts, Science Division,	-	-	-	John Mulcahy, LL.D.
Faculty of Medicine,	-	-	-	James V. Browne, A.B., M.D.
Faculty of Law,	-	-	-	D. Caulfield Heron, A.B.

### PROFESSORS.

#### LITERARY DIVISION OF THE FACULTY OF ARTS.

The Greek Language,	-	-	-	William Edward Hearn, LL.B.
The Latin Language,	-	-	-	William Nesbitt, A.M.
History and English Literature,	-	-	-	Rev. J. P. O'Toole, D.D.
Modern Languages,	-	-	-	Augustus Bensbach, M.D.
The Celtic Languages,	-	-	-	Cornelius Mahony.

#### SCIENCE DIVISION OF THE FACULTY OF ARTS.

Mathematics,	-	-	-	John Mulcahy, LL.D.
Natural Philosophy,	-	-	-	Morgan W. Crofton, A.B.
Chemistry,	-	-	-	Edmund Ronalds, Ph. Dr.
Natural History,	-	-	-	A. G. Melville, M.D., M.R.I.A.
Logic and Metaphysics,	-	-	-	Thomas W. Moffett, A.M., LL.B.
Mineralogy and Geology,	-	-	-	William King.
Civil Engineering,	-	-	-	W. Bindon Blood, A.B., C.E.
Agriculture,	-	-	-	Thomas Skilling.

\* Archbishop Mac Hale has declined to act in the capacity of Visitor.

## FACULTY OF MEDICINE.

Anatomy and Physiology, and Practical	}	Charles Croker King, M.D., F.R.C.S.I.,
Anatomy, - - - - -		M.R.I.A., &c.
Practice of Medicine, - - - - -		Nicholas Colahan, M.D., F.R.S.E.
Practice of Surgery, - - - - -		James V. Browne, A.B., M.D., L.R.C.S.I.
Materia Medica, and Medical Jurisprudence,		Simon M'Coy, M.D., F.R.C.S.I.
Midwifery, and Diseases of Women and	}	Richard Doherty, M.D., Vice Presi-
Children, - - - - -		dent Dublin Obstetr. Society.
Demonstrator of Anatomy, - - - - -		John Richardson, M.R.C.S.L.

## FACULTY OF LAW.

English Law, - - - - -	Hugh Law, A.B.
Jurisprudence and Political Economy, - - - - -	D. Caulfield Heron, A.B.

## OFFICE BEARERS.

Librarian, - - - - -	James Hardiman, M.R.I.A.
Curator of Museum, - - - - -	William King.
Registrar, - - - - -	Bernard O'Flaherty.
Bursar, - - - - -	Patrick G. Fitzgerald.

## DEANS OF RESIDENCES.

Church of England, - - - - -	Rev. John Treanor.
Roman Catholic Church, - - - - -	Rev. Godfrey Mitchell.
Presbyterian Church, - - - - -	Rev. William Adair.

## MODE OF OBTAINING DEGREES IN ARTS.

Candidates for the Degree of A.B., from the Queen's University in Ireland, will be required to pass a Matriculation Examination in the following subjects :—

**THE ENGLISH LANGUAGE :**  
Grammar and Composition.

**THE GREEK LANGUAGE :** The candidate may select any two of the following Books :—  
*Homer*—*Iliad*, Books I.-IV.  
*Xenophon*—*Anabasis*, Books I.-III.  
*Lucian*—Walker's Selections.

**THE LATIN LANGUAGE :** The candidate may select any two of the following Books :—  
*Virgil*—*Æneid*, Books I.-V.  
*Horace*—*Odes*, Book I. ; *Satires*, Book I.  
*Sallust*—*The Conspiracy of Catiline and Jugurthine War*.  
*Cæsar*—*Gallie War*, Books V. VI.  
Retranslation from English into Latin of portions of *Cæsar*.

**ARITHMETIC AND ALGEBRA :**  
The first four Rules of Arithmetic.  
Vulgar and Decimal Fractions.  
Extraction of the Square Root.  
Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.  
Proportion.  
Simple Equations.

**GEOMETRY :**  
*Euclid*—Books I. II.

**HISTORY AND GEOGRAPHY :**  
Outlines of Grecian and Roman History.  
Outlines of Ancient and Modern Geography.\*

After having passed this examination, every candidate must pursue a course of study extending over three Sessions, and must attend the prescribed Lectures, during at least two terms of each Session. He will also be required, at the end of each Session, or at the commencement of the following one, to pass an examination in the subjects of instruction of the preceding Session. No Student can obtain credit for his year who has not both regularly attended the Lectures, and also passed at the General Examination.

The following tables show the courses of instruction settled for the Session of 1850-51. All candidates will be required to answer, at the General Examination, in the courses prescribed for all Students. Candidates for Prizes will be examined in the additional courses.†

\* Rev. T. K. Arnold's Handbooks are recommended.

† In the first Session, the Student may select either the French or German Languages; in the second Session either the Greek and Latin Languages or the higher Mathematics; in the third Session, either Metaphysics, or Jurisprudence and Political Economy. In all cases, however, one or other of these courses is indispensable.

## FIRST SESSION.

## SUBJECTS OF LECTURES AND EXAMINATIONS.

FOR ALL STUDENTS.			ADDITIONAL FOR PRIZES.
First Term.	GREEK, . . .	HERODOTUS, Book vii.	
	LATIN, . . .	LIVY, Books xxi. xxii.	LIVY, Book xxiii.
	FRENCH, . . .	Grammar; Composition; MIGNET, Revolution Française.	CORNEILLE, Polyucte; Catechetical examination on the Author, conducted in French.
	GERMAN, . . .	Grammar; Composition; GOETHE, Iphigenie auf Tauris.	
	MATHEMATICS, .	EUCLID, Books iii. vi.; and Definitions of Book v.	Elements of Solid Geometry; Plane and Spherical Trigonometry; use of Logarithmic and Trigonometrical Tables.
Second Term.	GREEK, . . .	DEMOSTHENES, Olynthiac Orations.	DEMOSTHENES, de Coronâ.
	LATIN, . . .	CICERO, Catilinarian Orations.	CICERO, Manilian Law, Archias and Milo.
	ENGLISH, . . .	Latham on the English Language.	Whately's Rhetoric, Part III.
	FRENCH, . . .	As in First Term; Outline of French Literature.	Original composition in French; VOLTAIRE, Merope; MOLIERE, Misanthrope.
	GERMAN, . . .	As in First Term; Outline of German Literature.	LIEBIG, Chemische Briefe; SCHILLER, The Minor Poems.
	MATHEMATICS, .	Arithmetic; Algebra, including Quadratic Equations, and the nature and use of Logarithms.	Method of Indeterminate Coefficients; Nature, transformation, and depression of Equations; Cubic Equations; Elimination; Limits of the Roots of Equations.
Third Term.	GREEK, . . .	HOMER, Iliad, xviii. xxii. xxiv.	ÆSCHYLUS, Prometheus Vincetus.
	LATIN, . . .	VIRGIL, Æneid, vi.-ix.	HORACE, Odes, Book iv; Epistola ad Pisones.
	FRENCH, . . .	As in First Term; RACINE, Athalie.	Translation from Horace, Odes, Book ii.; Comparative Grammar.
	GERMAN, . . .	As in First Term; LIEBIG, Chemische Briefe.	Original Composition and Conversation in German; Comparative Grammar.
	MATHEMATICS, .	Plane Trigonometry.	Discussion of the Equations of the Right Line and Circle; Properties of Polars, Centres of Similitude, &c.

## SECOND SESSION.

## SUBJECTS OF LECTURES AND EXAMINATIONS.

FOR ALL STUDENTS.			ADDITIONAL FOR PRIZES.
First Term.	GREEK, . . .	THUCYDIDES, Book ii.	THUCYDIDES, Book iii.
	LATIN, . . .	TACITUS, Germania and Agricola.	TACITUS, Annals, Book i.
	MATHEMATICS, .	Spherical Trigonometry; use of Trigonometrical Tables.	Algebraic Geometry, including the leading properties of Conic Sections.
	CHEMISTRY, .	Doctrine of Heat; General Laws of Chemical combination: Chemistry of the non-metallic elementary Substances.	
	NATURAL HISTORY,	Physical Geography; Outlines of human and comparative Anatomy and Physiology.	
	LOGIC, . . .	Murray's Logic, by Walker; Easy Lessons on Reasoning.	Thomson's Outline of the Necessary Laws of Thought.
Second Term.	GREEK, . . .	PLATO, Apology and Crito.	ARISTOTLE, Ethics (Fitzgerald's Selections).
	LATIN, . . .	CICERO, de Officiis, Books i. ii.	CICERO, de Oratore, Books i. ii.
	MATHEMATICS, .	First Principles of Algebraic Geometry and Conic Sections.	Elements of the Differential and Integral Calculus, including the Differentiation of Functions and Equations, Methods of Development, Maxima and Minima, the Integration of Functions of one variable.
	CHEMISTRY, .	Chemistry of the Metals, and their compounds; Metallurgical Processes, &c.	
	NATURAL HISTORY,	Zoology; Distribution of Animals; Races of Man.	
Third Term.	GREEK, . . .	SOPHOCLES, Cepidus Coloneus.	ARISTOPHANES, Knights.
	LATIN, . . .	TERENCE, Adelphi and Heautontimorumenos.	LUCRETIUS, Book i.
	MATHEMATICS, .	First Principles of the differential and integral Calculus.	First Principles of the general Theory of Curves and Surfaces; Rectification, Quadrature, and Cubature.
	CHEMISTRY, .	Organic Chemistry.	



## THIRD SESSION.

## SUBJECTS OF LECTURES AND EXAMINATIONS.

FOR ALL STUDENTS.			ADDITIONAL FOR PRIZES.
First Term.	HISTORY, . . .	History of Europe, from the Fall of the Roman Empire of the West to the Death of Charlemagne.	
	ENGLISH LITERATURE,	Review of the principal Authors, from the Norman Conquest to the Accession of Elizabeth.	
	NATURAL PHILOSOPHY,	Elements of Mechanics and Hydrostatics.	Mathematical Theory of Mechanics.
	METAPHYSICS, .	Philosophy of the Inductive Sciences; Selections from Lord Bacon; Sir J. Herschell's Natural Philosophy.	Mill's Logic, Book iii. to end of Vol. i.
	JURISPRUDENCE, .	Reddie's Inquiries in the Science of Law (2nd edition).	
	POLITICAL ECONOMY,	Senior's Political Economy; Bastiat's Popular Fallacies, translated by G. R. Porter.	
Second Term.	HISTORY, . . .	Continuation of the History of Europe to the Taking of Constantinople by the Turks.	
	ENGLISH LITERATURE,	Review of the principal Authors, from the Accession of Elizabeth to the Revolution of 1688.	
	NATURAL PHILOSOPHY,	Elements of Pneumatics and Heat; the Steam Engine.	Mathematical Theory of Hydrostatics and Pneumatics.
	METAPHYSICS, .	History of Mental Philosophy; General Principles of Metaphysics.	
	JURISPRUDENCE, .	As in First Term.	Sir J. Macintosh's Discourse on the Law of Nature and Nations.
	POLITICAL ECONOMY,	Burton's Political and Social Economy; Heron's Lectures on Taxation.	Smith's Wealth of Nations.
Third Term.	HISTORY, . . .	Continuation of the History of Europe to the Fifteenth Century.	
	ENGLISH LITERATURE,	Review of the principal Authors, from the Revolution of 1688 to the present time.	
	NATURAL PHILOSOPHY,	Elements of Astronomy, Optics, and Electricity.	Mathematical Theories of Plane Astronomy and Optics.

Students who have pursued part of their education in either of the Queen's Colleges at Belfast or Cork, or in any University capable of granting Degrees in Arts, Law, or Medicine, are permitted, on passing the prescribed Examinations, to take corresponding rank in this College.

After having completed these courses of study, and having passed the required collegiate examinations, Students may present themselves for examination for the degree of A.B. from the Queen's University in Ireland.

Candidates for the degree of A.M. shall be admitted to examination one year after having obtained the degree of A.B., provided they shall have attended College Lectures for one Term during that year, and shall have pursued one of the following courses of study:

1. Course of Languages:—

An extended course of the Greek, Latin, and two modern languages; together with the attendance on a course of lectures on one foreign modern language.

2. Course of History and Metaphysics, or Jurisprudence:—

An extended course of Logic, and of History and English Literature; together with attendance on a course of lectures on Metaphysics, or on a course of lectures on Jurisprudence and Political Economy.

3. Course of Mathematics and Physical Science:—

An extended course of Mathematics, and of the physical and natural sciences; together with attendance on a course of lectures on Mineralogy and Geology.

### MODE OF OBTAINING THE DIPLOMA OF CIVIL ENGINEER.

Candidates for the diploma of Civil Engineer will be required to pass a Matriculation Examination in the following subjects:—

English Grammar and Composition.

Outlines of Ancient History.

Outlines of Ancient and Modern Geography.

Elements of Arithmetic, including Vulgar and Decimal Fractions, and the Extraction of the Square Root.

Elements of Algebra, including Simple Equations.

Euclid, books i., ii., iii., vi., with Definitions of book v.

After having passed this examination, every candidate must pursue a course of study extending over two Sessions, and must attend the prescribed lectures during at least two terms in each Session. He will also be required, at the end of each Session, or at the commencement of the following one, to pass an examination in the subjects of instruction of the preceding Session. No Student will obtain credit for his year who has not regularly attended the lectures, and also passed at the sessional examination.

The following are the courses of instruction and examinations:—

#### FIRST SESSION.

**Mathematics:**

*Algebra.*—Plane and Spherical Trigonometry; Elements of Solid Geometry; Practical application of Logarithmic and Trigonometrical Tables; First principles of Algebraic Geometry,

**Natural Philosophy:**

*Mechanics.*—Force, motion, and inertia; Theory of falling bodies; Projectiles; Pendulums; Centre of gravity; The mechanical powers; Elementary principles of machinery; Steam engine; Strength of materials. *Hydrostatics and Pneumatics.*—Pressure and equilibrium of fluids; Springs, wells, and water works; Floating bodies; Atmospheric pressure; Air-pump and barometer; Evaporation and ebullition; Steam; Fluids in motion; Machines for raising water. *Heat, Electricity, and Magnetism.*—Elementary principles. *Optics.*—Reflexion, Refraction, and Dispersion of Light; Optical instruments. *Astronomy and Meteorology.*—First principles.\*

**Chemistry:**

Doctrine and effects of heat; Atomic theory and law of combination; Chemistry of the non-metallic elementary substances, and the products of their combinations; Chemistry of metals, special attention being directed to those metals and metallic compounds which are the objects of chemical manufacture and metallurgical operations; Chemistry of organic bodies, including the manufacture of beer, wine, starch, sugar, &c., &c.

**Surveying:**

Practice of levelling; Surveying with the chain and with angular instruments; Theory, construction, and use of levels, theodolites, and other instruments used in engineering field-work; Mensuration; Construction and use of earth-work tables.

**Drawing:**

Plotting plans and sections; Bridge-drawing; Projection; Architectural drawing; Measurement of work from drawings.

\* The chief application of the principles enumerated above, in Nature and in the Arts, will be carefully pointed out and the whole illustrated by proper apparatus.

Besides the above experimental and popular course, Students will be required to attend a separate course of lectures in Mathematical Physics,

## SECOND SESSION.

The Higher Mathematics,—  
With practical application.

## Practical Mechanics :

A more advanced course of Mathematical Physics, with particular reference to their application in the arts of construction and machinery.

## Mineralogy and Geology :

Igneous, aqueous, and metamorphic rocks ; Chronological classification of rocks ; Stratification ; Changes of level of the earth's surface ; Geological formations ; Description of vegetable and animal fossils ; Physical geology ; Vegetable origin of coal ; Origin of coal fields. Mineralogy ; Crystallography ; Physical and other characters of minerals ; Description and uses of the principal minerals ; Mineral Veins. Industrial application of Geology and Mineralogy.

## Civil Engineering :

Engineering field-work ; Setting out work from drawings ; Laying down curves, half widths, &c. ; Nature and application of materials in construction ; Draining ; Road-making ; Earth-work ; Bridge-building in stone, brick, timber, and iron ; Mortars and cements ; Preparation of specifications, estimates, &c.

## Drawing :

A more extended course ; Perspective ; Construction of models of ground ; Machine drawing, &c.

Every Matriculated Student who has attended these courses of lectures, and passed the prescribed examinations, shall receive a certificate of being qualified to act as Assistant to an Engineer. After having been three years practically engaged in engineering, under the direction of a qualified engineer, he shall be admitted to examination for the diploma of Civil Engineer.

## MODE OF OBTAINING THE DIPLOMA IN AGRICULTURE.

Candidates for the Diploma in Agriculture will be required to pass a Matriculation Examination in the following subjects :

English Grammar and Composition.  
Elements of Arithmetic.

After having passed this examination, every candidate must pursue a course of study extending over two Sessions. The regulations, with respect to attendance on lectures and passing examinations, are the same as those prescribed for obtaining the certificate of Assistant Engineer.

The following are the courses of instruction and examination :

## FIRST SESSION.

## Natural Philosophy :

A course of experimental and popular Lectures on the principles of Mechanics, Hydrostatics, Heat, Electricity, and general Physics, special reference being made to their practical applications.

## Chemistry :

As for Students in Engineering ; The character, properties, and relation to agriculture of the several elementary bodies, and of the compound substances produced by their combination ; Chemical laws bearing on the growth of plants, the feeding of animals, and the theory and action of manures in general.

## Natural History :

*Botany*.—Structure of Plants ; Phenomena of vegetable life ; Food of plants ; Composition of soils ; Theory of manures, and of the rotation of crops. Important vegetable products,—as flax, cotton, starch, sugar, gum, oils, resins, dyes. Theory of horticulture ; Diseases of plants ; Rust, Smut, &c. ; Potato-disease. Insects injurious to cultivated plants ; Remedies. Classification of plants ; Detailed descriptions of useful plants ; Distribution of plants, especially of the grains ; Nature of soils, as determined by their vegetation. *Zoology*.—Structure of the different tribes of animals, especially of the domestic animals ; Phenomena of life ; Application of principles thence derived to the preservation of health, and prevention of disease, in man, and the domestic animals ; Food ; Ventilation ; Warming ; Clothing ; &c. Natural arrangement of animals ; Special descriptions of useful animals. Breeds of domestic animals ; Theory of breeding. Geographical distribution of animals ; General laws of distribution.

## Agriculture :

Comparison of ancient and modern agriculture ; Origin, chemical composition, and constitution of soils ; Effects of permanent improvements ; Influence of natural agents, air, water, heat, light, &c. ; Rotation of crops ; Theory and chemical composition of manures ; Cultivation of farm plants and produce ; their economical application as the food of animals.

N.B.—The natural history of farm animals is taught by the Professor of Agriculture, and the natural history of cultivated plants by the Professor of Natural History.

## SECOND SESSION.

## Mineralogy and Geology :

As for engineering Students of the second year.

## Land Surveying :

Surveying ; Levelling ; Land-measuring ; Construction of farm maps ; Mensuration.

## Agriculture :

Draining, fencing, and permanent improvements of land ; Description and uses of farm implements and machinery ; Farm labour and management ; Cultivation of green fallow crops, grain crops, pulse tribe, flax, cultivated and pasture grasses ; Description and classification of farm stock ; Principles and practice of breeding, rearing, feeding, &c.

Upon completing these courses, Students will be admissible to examination for the diploma of Agriculture, in the faculty of Arts.

## MODE OF OBTAINING THE DEGREE OF M.D.

Candidates for the degree of M.D. from the Queen's University in Ireland, will be required to pass a Matriculation Examination in the subjects of matriculation prescribed for Students in Arts. They must also pursue a course of study extending over four Sessions, and attend at least three-fourths of the Lectures throughout the entire of each Session. They will also be required to pass a sessional examination in the subjects lectured on during the Session.

The following courses of study are prescribed ; the order of which, although strongly recommended, is not, however, absolutely imperative.

## FIRST SESSION.

## French or German :

As prescribed for Students in Arts, of the first year.

## Natural Philosophy :

Elements of *Mechanics, Hydrostatics, Pneumatics, Optics, Heat, and Electricity,*

## Chemistry :

General principles of chemical philosophy ; Laws of combination by weight and volume ; Atomic theory ; Nature of salts, &c. ; Chemistry of the non-metallic bodies, and of the metals ; Organic Chemistry.

## Botany—(Three Months) :

Anatomy and physiology of plants ; Morphology ; Principles of classification ; Natural system ; Descriptions of the natural orders ; Geographical distribution of plants.

\*.\* Botanical excursions on Saturdays.

## Anatomy and Physiology—(Six Months) :

Structural Anatomy of the human body, including the examination of the physical and vital properties of the various tissues ; Systematic Anatomy and Physiology of the instruments of organic life.

## SECOND SESSION.

## Comparative Anatomy—(Three Months.)

## Practical Chemistry—(Three Months) :

Students will be required to prepare the principal gases, and practically to examine their properties. Many of more important chemical preparations of the Pharmacopœia, such as nitric, hydrochloric, and prussic acids, ammonia, potash, ether, &c., salts used in the arts and in medicine, as alum, chloride of zinc, calomel, iodide of potassium, and tests employed in the laboratory, will also be made. The methods of testing in general, and as applied to detect impurities in drugs and commercial chemical products, as well as to the detection of arsenic and other poisons, will form part of the course.

## Anatomy and Physiology—(Six Months) :

General and systematic anatomy of the human body ; Physiology of the functions of animal life.

## Practical Anatomy—(Six Months) :

Includes demonstrative lectures upon the special and relative anatomy of the human body, and practice of dissection, under the superintendence of the Professor and of the Demonstrator of Anatomy.

## Materia Medica—(Six Months) :

Natural history and chemical relations of medicines, their physical properties, physiological effects, and therapeutic actions ; Distinction between different articles in the same class of medicaments ; Poisonous actions of medicines and means of counteraction ; Exhibition of chemical and other experiments necessary for elucidation ; Consideration of remedial agents, not included in the British Codex ; Different modes of exhibiting medicines, and the application of each according to particular requirements.



## THIRD SESSION.

**Practice of Surgery—(Six Months):**

Theory of abnormal actions arising from inflammation and its consequences: such as formation of abscesses, ulceration, tumours; Symptoms, local and constitutional, of surgical diseases; their diagnosis, prognosis, and medical treatment; Demonstrations of the surgical operations, and varieties in the methods adopted in each according to authorities, and peculiarities of the case; Methods of proceeding in other surgical cases, as treatment of fractures, luxations, &c.

**Midwifery—(Six Months):**

General view of the reproductive function throughout animated nature; Anatomy and physiology of the special organs; Development of the ovum; Constitutional and local effects of conception; Evidences and duration of pregnancy; Natural labour, its signs, stages, and management; Treatment of the child at birth; Alteration in its circulation; Mechanism of parturition; Measurements of the pelvis; Variations from natural presentations; Compound, complicated, and difficult labours; Use of instruments, of chloroform, of ergot; Premature confinement; Morbid states of ovum; Diseases of childbed; Lactation, choice of a nurse; Foetal peculiarities and growth; the occasional defects in the newly born; Suspended animation, its causes and treatment; Management of infants; Composition of milk; Artificial feeding; Causes of peculiarities in diseases of infancy and childhood; Dentition; Diseases affecting the different systems, in their order; Development of the female system; its constitutional derangements; Organic displacements and diseases; Use of the speculum; Alterations consequent on age; Climacteric disease in women.

**Clinical Surgery.\*—(Six Months).**

## FOURTH SESSION.

**Practice of Medicine—(Six Months):**

Diseases in general, Causes, extrinsic and intrinsic. Terminations, fatal or favorable. Prevention, treatment; Inflammation in general; Inflammation of the organs of respiration and circulation, of the viscera, of the abdomen and pelvis, of the nervous system generally, of the eye and ear, &c.; Idiopathic fevers, their varieties and symptoms; Pathology; Structural changes; Terminations, treatment; Chronic diseases, functional and organic; Diseases of the skin, and other diseases not referable to the above arrangement.

**Medical Jurisprudence:**

Nature of medical evidence; Responsibilities and obligations of medical witnesses; Injuries to the person, including wounds, infanticide, rape, &c., distinguishing the contingents of accident or malice, and if fatal, whether death was the *result* or only *coincident*; Classification of poisons; Symptoms peculiar to each class and to each poison; Lessons of texture or other post mortem evidence of their presence or action; Tests for poisonous substances possessing chemical reaction, and for blood and other stains; Death from cold, starvation, lightning, &c.; Judicial questions arising from pregnancy; Responsibility and capability of the insane, idiotic, or otherwise diseased in mind. Through the course, short references made to such parts of the criminal code as may be necessary to show the chief points for medical investigation.

**Clinical Medicine—(Six Months.)**

Candidates for the degree of M.D. will be also required to give evidence of twenty-four months' attendance in a general hospital, recognised by the Senate of the Queen's University; or of eighteen months' attendance in a general hospital, with six months' out practice of an hospital or dispensary; and also a course of practical pharmacy of three months.

Upon completing these courses and attendances candidates will be entitled to present themselves for examination for the degree of M.D. from the Queen's University in Ireland.

Graduates in Arts will be admitted to examination for the degree of M.D. in two years after they shall have obtained the degree of A.B., provided they shall have completed the curriculum prescribed for the second, third, and fourth years of medical study, and the required clinical attendance.

Candidates for the degree of M.D., who have pursued part of their studies in other schools of Medicine or Surgery besides the Queen's Colleges, will be admitted to the degree of M.D. by the Queen's University in Ireland, upon producing authenticated certificates from the professors or lecturers of other medical schools recognised by the University Senate, provided such candidates shall have attended, in some one of the Queen's Colleges, at least one-third of the medical lectures prescribed in the course for the degree of M.D.

## MODE OF OBTAINING DEGREES IN LAW.

## DIPLOMA OF ELEMENTARY LAW.

CANDIDATES for the diploma of Elementary Law will be required to pass a MATRICULATION EXAMINATION in the subjects of Matriculation prescribed for Students in Arts.

After having passed this examination, every candidate must pursue a course of study extending over three Sessions, and must attend the lectures of the Professors of English Law and of Juris-

\* Clinical instruction is given at the County Galway Infirmary, by the Professors of the Medical Faculty.



prudence, which are delivered in the first and second Terms of each Session. He will also be required, at the close of those lectures, in the second Term, to pass an examination on the subjects lectured upon by the Professors of the Faculty of Law during the Session.

The following are the courses of instruction :

#### FIRST SESSION.

The Law of Property and the principles of Conveyancing.  
Jurisprudence.

#### SECOND SESSION.

Equity and Bankruptcy.  
Civil Law.

#### THIRD SESSION.

Common and Criminal Law.

On completing these courses of study candidates will be entitled to present themselves for examination for the diploma of Elementary Law.

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#### DEGREE OF LL.B.

Candidates for the degree of LL.B., from the Queen's University in Ireland, must pursue the same course of study as candidates for the diploma of Elementary Law, and must also obtain the degree of A.B. After obtaining such degree, they will be required to pursue the following course of study :

#### FOURTH SESSION.

A more extended course of study of the subjects appointed for the elementary courses, together with a course of study of the law of evidence and pleading in the Courts of Common Law and Equity, of Medical Jurisprudence, and of constitutional, colonial, and international law.

Upon completing this course, candidates will be entitled to present themselves for examination for the degree of LL.B. from the Queen's University in Ireland.

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#### DEGREE OF LL.D.

Candidates for the degree of LL.D. will be entitled to present themselves for examination for that degree, before the Queen's University in Ireland, at the expiration of three years after they shall have obtained the degree of LL.B. The subjects of examination for the degree of LL.D. will be appointed by the Senate of the Queen's University.

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#### SPECIAL COURSES OF INSTRUCTION.

In addition to the courses required for obtaining the several degrees and diplomas, instruction is also given in the following subjects :

##### CELTIC LANGUAGES.

This class is open to all Students, but chiefly recommended to Students of the second year.

The following is the course of instruction and examination :

Selections from the Gospel of St. Matthew.  
Haliday's edition of Keating's History of Ireland.  
Select portions of O'Donovan's Annals of the Four Masters.  
Selections from Hardiman's Irish Minstrelsy.  
Grammar and Composition.

Prizes are awarded to the best answerers, provided they shall have attended the Professor's lectures during two terms of the Session.

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##### PRACTICAL CHEMISTRY.

The course of practical chemistry prescribed for Medical Students in the second year consists of two consecutive hours, given twice a week during one term of the Session. It is open to all other Students of the College. A prize will be awarded to such Matriculated Students as shall show much diligence and ability in performing the various processes and testing operations through which the practical course is intended to guide them.

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##### SUPPLEMENTAL COURSE OF LOGIC.

THE PROFESSOR OF LOGIC will deliver a supplemental course of Lectures, during the third Term of the Session of 1850-51, in continuation of the subjects lectured on in the course pre-

scribed for Students in Arts of the second year. Attendance upon this supplemental course will not be compulsory.

#### JURISPRUDENCE AND POLITICAL ECONOMY.

THE PROFESSOR OF JURISPRUDENCE AND POLITICAL ECONOMY will deliver a course of twenty-four lectures, during the first and second Terms of the Session of 1851-52. These Lectures will be open to the public.

### SCHOLARSHIPS.

At the commencement of the Session of 1851-2, the College is empowered to confer twenty-four literary scholarships, and twenty-one science scholarships, of the value of £24 each; also six medical scholarships and three law scholarships, of the value of £20 each. These scholarships will be divided in equal proportions amongst Matriculated Students of the first, second, and third years. Two scholarships in engineering, and four in agriculture, divided in equal proportions amongst Matriculated Students of the first and second years, will also be awarded.

#### LITERARY SCHOLARSHIPS OF THE FIRST YEAR.

Eight scholarships will be awarded to the best answerers in the following course :

##### GREEK :

*Homer*.—*Iliad*, books i.-vi.  
*Euripides*.—*Hecuba*.  
*Xenophon*.—*Anabasis*, books i.-iii.  
*Lucian*.—Walker's Selections.

##### LATIN :

*Virgil*.—*Æneid*, books i.-v.  
*Horace*.—*Odes*, books i., ii.; *Satires*; *Epistles*, books i., ii.  
*Cicero*.—*De Senectute*, and *De Amicitia*.  
*Sallust*.—*Conspiracy of Catiline*, and *Jugurthine War*.  
*Cæsar*.—*Gaulic War*, books v., vi.

Composition in Greek, Latin, and English Prose.\*

##### HISTORY AND GEOGRAPHY :

History of Greece to the death of Alexander.  
 History of Rome to the accession of Augustus.†  
 Outlines of Ancient and Modern Geography.

#### LITERARY SCHOLARSHIPS OF THE SECOND YEAR.

Eight Scholarships will be awarded to the best answerers in the following course :

##### GREEK :

*Homer*.—*Iliad*, books xviii., xxii., xxiv.; *Odyssey*, ix.-xii.  
*Æschylus*.—*Prometheus Vincetus*.  
*Euripides*.—*Medea*.  
*Herodotus*.—Book vii.  
*Demosthenes*.—*Olynthiac Orations*; *De Corona*.

##### LATIN :

*Virgil*.—*Æneid*, books vi.-ix.  
*Horace*.—*Odes*, books iii., iv.; *Epistles*, book ii.; *Epistola ad Pisones*.  
*Juvenal*.—*Satires* iii., x., xiii., xiv.  
*Livy*.—Books xxi.-xxiii.  
*Cicero*.—*Catilinarian Orations*; *Manilian Law*; *Archias*; *Milo*.

##### ENGLISH :

Latham on the English Language.  
 Whately's *Rhetoric*, Part iii.  
 Milton.—*Paradise Lost*, books i. ii.

##### FRENCH :‡

*Racine*.—*Athalie*.  
*Mignet*.—*Revolution Française*.  
 Outline of French Literature.  
 Grammar and Composition.

\* The Rev. T. K. Arnold's introductory works on Greek and Latin prose composition are recommended.

† Dr. Schmitz's *Histories of Greece and Rome* are recommended.

‡ The candidate may select either French or German.

## German :\*

*Goethe*.—*Iphigenie auf Tauris*.  
Outline of German Literature.  
Grammar and Composition.

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## LITERARY SCHOLARSHIPS OF THE THIRD YEAR.

Eight Scholarships will be awarded to the best answerers in the following course :

## Greek :

*Æschylus*.—*Septem contra Thebas*.  
*Sophocles*.—*Œdipus Coloneus*.  
*Aristophanes*.—*The Knights*.  
*Thucydides*.—Books i.—iii.  
*Plato*.—*Apology* and *Crito*.  
*Aristotle*.—*Ethics* (Fitzgerald's Selections.)

## Latin :

*Terence*.—*Adelphi* ; *Heautontimorumenos*.  
*Lucretius*.—Books i., ii.  
*Cicero*.—*De Officiis* ; *De Oratore*.  
*Tacitus*.—*Germania* ; *Agricola* ; *Annals*, book i.†

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## SCIENCE SCHOLARSHIPS OF THE FIRST YEAR.

Seven Scholarships will be awarded to the best answerers in the following course :

## Arithmetic and Algebra :

The first four rules of Arithmetic.  
Vulgar and Decimal Fractions.  
Extraction of the Square Root.  
Proportion and Progression.  
Simple and Quadratic Equations.  
Permutations and Combinations.  
The Binomial Theorem.

## Geometry :

*Euclid*.—Books i., ii., iii., iv., and vi., with definitions of book v.

## Trigonometry :

*Plane Trigonometry*.—So far as to include the solution of triangles.

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## SCIENCE SCHOLARSHIPS OF THE SECOND YEAR.

Seven Scholarships will be awarded to the best answerers in the following course :

## Algebra :

Method of Indeterminate Coefficients.  
Nature, transformation, and depression of Equations.  
Cubic Equations.  
Limits of the Roots of Equations.  
Elimination.

## Geometry :

Properties of Polars, Centres of Similitude, &c.  
Elements of Solid Geometry.

## Trigonometry and Logarithms :

Plane and Spherical Trigonometry.  
Use of Logarithmic and Trigonometrical Tables.

## Algebraic Geometry :

Discussion of the Equations of the Right Line and Circle.

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## SCIENCE SCHOLARSHIPS OF THE THIRD YEAR.

Seven Scholarships will be awarded to the best answerers in the following course :

## Mathematics :

Algebraic Geometry, including the leading properties of Conic Sections.  
Elements of the Differential and Integral Calculus, including the differentiation of

\* The candidate may select either French or German.

† In future years, English and one foreign modern language will form a part of the course of Literary Scholarships of the third year.

functions and equations; Methods of development; Maxima and minima, and the integration of functions of one variable.  
 First principles of the general theory of curves and surfaces; Rectification, quadrature, and cubature.

**Chemistry:**

General principles of Chemical Philosophy.  
 Laws of combination by weight and volume.  
 Atomic theory.  
 Nature of salts, &c.  
 Chemistry of non-metallic bodies.  
 Chemistry of the metals.  
 Organic Chemistry.

**Natural History:\***

Physical Geography.  
 Human and comparative Anatomy and Physiology.  
 Zoology.

**Logic:**

Murray's Logic, by Walker.  
 Easy Lessons on Reasoning.  
 Thomson's Outlines of the Necessary Laws of Thought.  
 The subjects discussed in the Professor's lectures.

**ENGINEERING SCHOLARSHIP OF THE FIRST YEAR.**

One Scholarship will be awarded to the best answerer in the following course:

**Arithmetic and Algebra**

Elements of Arithmetic, including vulgar and decimal fractions, and the extraction of the square root.  
 Elements of Algebra, including simple and quadratic equations, arithmetical and geometrical progressions, and the nature and use of logarithms.

**Geometry and Trigonometry:**

*Euclid*.—Books i., ii., iii., iv., vi., with definitions of book v.  
 Elementary properties of planes, prisms, and pyramids.  
 Plane Trigonometry, so far as to include the solution of triangles.

**Grammar, History, and Geography:**

English Grammar and Composition.  
 Outlines of Ancient History.  
 Outlines of Ancient and Modern Geography.

**ENGINEERING SCHOLARSHIP OF THE SECOND YEAR.**

One Scholarship will be awarded to the best answerer in the course of Mathematics, Natural Philosophy, Chemistry, and Surveying, prescribed for Engineering Students of the first year.

**AGRICULTURAL SCHOLARSHIPS OF THE FIRST YEAR.**

Two Scholarships will be awarded to the best answerers in the following course:

English Grammar and Composition.  
 Elements of Arithmetic, including vulgar and decimal fractions, proportion, simple interest, and the extraction of the square root.  
 Outlines of modern Geography.  
 Book-keeping.  
*Euclid*.—Book i.

**AGRICULTURAL SCHOLARSHIPS OF THE SECOND YEAR.**

Two Scholarships will be awarded to the best answerers in the course of Natural Philosophy, Chemistry, Natural History, and Agriculture, prescribed for Agricultural Students of the first year.

**MEDICAL SCHOLARSHIPS OF THE FIRST YEAR.**

Two Scholarships will be awarded to the best answerers in the following course:

**Greek:**

*Homer*.—*Iliad*, books i.—iv.  
*Lucian*.—Walker's Selections.

\* Books recommended:—Carpenter's General and Comparative Physiology; Paterson's Zoology; or "Zoologie, par M. Milne Edwards."

## Latin:

*Horace*.—Odes, book i.; Satires, book i.*Virgil*.—Æneid, books i.-v.*Sallust*.—Conspiracy of Catiline, and Jugurthine War.

Latin Composition.

## English:

Grammar and Composition.

## Arithmetic and Algebra:

First four rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square Root.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.

Proportion.

Simple Equations.

## Geometry:

*Euclid*, books i., ii., iii., vi., with definitions of book v.

## History and Geography:

Grecian History to the death of Alexander.

Roman History to the accession of Augustus.\*

Outlines of Ancient and Modern Geography.

## MEDICAL SCHOLARSHIPS OF THE SECOND YEAR.

Two Scholarships will be awarded to the best answerers in the following course:

## French:†

*Racine*.—*Athalie*.*Mignet*.—*Revolution Française*.

Grammar and Composition.

## German:‡

*Goethe*.—*Iphigenie auf Tauris*, Acts i., ii.*Liebig*.—*Chemische Briefe*, to the end of page 50.

Grammar and Composition.

## Natural Philosophy:

Elements of Mechanics, Hydrostatics, Pneumatics, Optics, Heat, and Electricity.§

## Chemistry:

General principles of chemical philosophy.

Laws of combination by weight and volume.

Atomic theory.

Nature of salts, &amp;c.

Chemistry of the non-metallic bodies.

Chemistry of the metals and of the preparations used in medicine.

Organic chemistry.

## Botany:||

Structural and physiological Botany; Principles of classification.¶

## Anatomy:

The Osseous system.

The ligaments.

The muscular system.

## Physiology:

The organic functions.

## MEDICAL SCHOLARSHIPS OF THE THIRD YEAR.

Two Scholarships will be awarded to the best answerers in the following course:

Comparative Anatomy and Physiology,—

Including classification of animals.\*\*

Anatomy and Physiology:

Anatomy of the viscera.

Physiology of the animal functions.

\* Dr. Schmitz's Histories of Greece and Rome are recommended.

† The candidate may select either French or German.

‡ The candidate may select either French or German.

§ Dr. Golding Bird's Lectures on Natural Philosophy are recommended.

|| Books recommended:—Balfour's Manual of Botany; Schleiden's Principles of Botany, translated by Lankester; Hooker and Arnott's British Flora.

¶ Candidates will be required to name some of the common native plants.

\*\* Books recommended:—Carpenter's General and Comparative Physiology; Paterson's Zoology.



**Materia Medica :\***

Therapeutic properties of light, heat, and electricity, with examples from practice.  
 Illustration of the physiological and therapeutic actions of medicaments.  
 Circumstances and conditions which alter the ordinary actions of medicines on the animal economy.  
 Modes of exhibiting medicines.  
 Therapeutic and poisonous actions of Mercury.  
 Differences in the therapeutic actions of opium and other vegetable narcotics.

**LAW SCHOLARSHIP OF THE FIRST YEAR.**

One Scholarship will be awarded to the best answerer in the following course :

Williams's Real Property.  
 Principles of Law, by R. Jebb, in *Encyclopædia Metropolitana*, Part 17.  
 Sir J. Mackintosh's Discourse on the Law of Nature and Nations.

**LAW SCHOLARSHIP OF THE SECOND YEAR.**

One Scholarship will be awarded to the best answerer in the following course :

All the business of the preceding Session.  
 Burton on Real Property.  
 Story's Equity Jurisprudence.  
 The Bankrupt Act (12 & 13 Vict.)  
 Williams's Personal Property.  
 Smith's Lectures on the Law of Contracts.  
 Smith's Mercantile Law.  
 Professor Greaves's Roman Law, in *Encyclopædia Metropolitana*, Part 17.  
 The Institutes of Justinian.

**LAW SCHOLARSHIP OF THE THIRD YEAR.**

One Scholarship will be awarded to the best answerer in the following course :

All the business of the two preceding Sessions.  
 Smith's Leading Cases.  
 Broom's Parties to Actions.  
 Selwyn's *Nisi Prius*.  
 Stephen's Commentaries on the Law of England, vol. iv.  
 Bowyer's Civil Law.  
 Savigny's Treatise on Possession.

The senior Law Scholarship of £40, tenable for one year only, will be awarded, by examination, to the most distinguished Student who shall have proceeded to the degree of A.B., and who shall have completed the course of legal study prescribed to candidates for the degree of LL.B.

**COURSE.****Jurisprudence :**

Reddie's *Inquiries, Elementary and Historical, in the Science of Law*; Sir J. Mackintosh's Discourse on the Law of Nature and Nations; Broom's *Legal Maxims*.

**Civil Law :**

The Institutes of Justinian; Bowyer's Civil Law; Von Savigny's Treatise on Possession.

**International Law :**

Wheaton's *Law of Nations*; Story's *Conflict of Laws*.

**Constitutional Law :**

Spence's *Equitable Jurisdiction of the Court of Chancery*; Hallam's *Constitutional History of England*.

**Law of Property :**

Sugden's *Vendors and Purchasers*; Furlong's *Landlord and Tenant*; Stephen's *Commentaries on the Laws of England*.

**Pleading and Evidence :**

Taylor on Evidence; Stephen on Pleading; Archbold's *Pleading and Evidence in Criminal Cases*.

\* Books recommended:—Spillan's *Manual of Therapeutics*; Medicines, their Uses and Modes of Administration, by Neligan; *Manual of Materia Medica*, by Forbes Royle; *Elements of Materia Medica*, by Bellingham and Mitchell; Pereira's *Materia Medica*; Dublin Pharmacopœia for 1850.

Seven senior Scholarships, of the value of £40 a year each, and tenable for one year only, are appropriated to the Faculty of Arts, and will be conferred, in the Session of 1852-3, by examination, on the most distinguished Students who shall have proceeded to the degree of A.B., for proficiency in special departments of study, viz.:

- One scholarship in the Greek and Latin Languages, and Ancient History.
- One scholarship in Modern Languages and Modern History.
- One scholarship in Mathematics.
- One scholarship in Natural Philosophy.
- One scholarship in Metaphysical and Economical Science.
- One scholarship in Chemistry,
- One scholarship in Natural History.

Two senior Scholarships of similar value and tenure are appropriated to the Faculty of Medicine, and will be awarded, by examination, to the most distinguished Students who shall have completed, in some one of the Queen's Colleges, the course of study of the first, second, and third years, prescribed to candidates for the degree of M.D., viz:

- One scholarship in Anatomy and Physiology.
- One scholarship in Therapeutics and Pathology.

The subjects of examination for the several senior Scholarships in Arts and Medicine will be published in the Calendar for the year 1852.

## EXAMINATION PAPERS.

### LITERARY SCHOLARSHIPS OF THE SECOND YEAR.

#### DEMOSTHENES DE CORONA.

MR. HEARN.

- I.—1. In what year and in what Olympiad was the De Coronâ delivered?
  2. Mention some of the most remarkable events of that period, in Greece, Asia, and Italy.
  3. Another *cause celebre* was tried at Athens in the same year; give some account of it.
  4. The "De Coronâ" was not the first case on which Æschines and Demosthenes were opposed;
  5. Before what court was this case tried? To what class of actions did it belong?
  6. What was the constitution of the Heliaia? Give some account of the advantages and disadvantages thence resulting.
  7. What were the charges which Æschines brought against Otesiphon? Give a short account of the defence made by Demosthenes.
  8. Mention in chronological order some of the most distinguished Athenian orators.
  9. Demosthenes notices a curious exercise of power on the part of the Areopagus? His version of the story is clearly incorrect? What circumstances induced the Areopagus to adopt this measure?
  10. Give a short account of the Amphictyonic council. How may its double meeting be accounted for? What is Dr. Wordsworth's explanation of their meetings near Thermopylæ?
  11. Demosthenes notices another Amphictyony? What does the word indicate?
  12. What were the functions of the *πυλάγοροι* and *ἱερομνημονες*? In what other sense does the latter term occur in the De Coronâ?
  13. There were four distinct forms of the Trierarchy? On what occasion do we first hear of voluntary trierarchs?
  14. Explain the nature of an *εἰσαγγελία*. Had it any, and, if any, what resemblance to any proceeding in English history?
  15. Give a short account of the leading events in the life of Demosthenes.
  - II.—1. ὅσην εὐνοίαν ἔχων διατελῶ τῇ τε πόλει καὶ πᾶσιν ἡμῖν.—C. 1. There is a peculiar point in the word *διατελῶ* in this passage?
  2. Ἀισχίνης Ἀτρεμότητος Κοβακίδης ἀπήνεγκε πρὸς τὸν ἀρχόντα παρανόμων γραφὴν κατὰ Κτησιφάντους.—C. 17. What is the difficulty here, and how is it explained?
  3. Ζώντων Ἀθηναίων καὶ ὄντων.—C. 22. An unnecessary alteration has been here proposed?
  4. μὲν τοὺς Μακεδᾶνι προκινδυνεύσαντας τῶν προγονῶν κ. τ. λ.—C. 60. This idea seems to have been suggested by a passage in Thucydides (Book I.)? A well-known tradition regarding the early studies of Demosthenes confirms the supposition?
- Translate the following sentences:
5. ἵνα μηδὲς ὑμῶν ταῖς ἐξωθεν λόγοις ἀγόμενος ἀλλοτριώτερον τῶν ὑπὲρ τῆς γραφῆς δικαίαν ἀκοήν μου.—C. 5. How do you account for the use of the double genitive?
  6. εἰ δὲ μὴ, καταλαβόντα ἑᾶν ἐν ὑπαμοσίᾳ.—C. 30.
  7. οὐδὲ γὰρ ἂν ἔτυχιν, ἦν, ἀλλ' εἴς ὃ δῆμος καταρᾶται.—C. 41.
  8. τοῖς δὲ μὴ συναντήσασιν πανδημεὶ χρησόμεθα, τοῖς δὲ συμβούλοις ἡμῶν μὴ κειμένοις ἐπιζημίους.—C. 51. Give Bremi's emendation, and translate accordingly.
  9. ὅπως ἐνδεχομένως ὁ δῆμος βουλεύσεται· καὶ γὰρ νῦν οὐ κέρρικε βοηθεῖν ἐν οὐδενὶ τῶν μετρίων.—C. 52.
  10. τῆς αὐτῆς ἀγνοίας ὑπεύθυνος εἰ τοῖς ἄλλοις. Point out a similar construction in Horace.
  11. εἰ γὰρ ταῦτα προῖτο ἀκοντὶ περὶ ὧν οὐδὲνα κίθδονον ἔντιν' οὐχ ὑπόμεναν εἰ πρόγονοι, τίς ἂν οὐχὶ κατέπτυσεν ἂν σοῦ.—C. 59. Explain this construction. Under what circumstances is *ἂν* repeated? Mark the quantity of *κατέπτυσεν*.

12. καὶ ταῦτά μοι πάντα πιπιόηται, καὶ οὐδεὶς μήποδ' εὖρη τὸ κατ' ἐμὲ οὐδὲν ἔλλειφθῆν.—C. 73. Explain this construction.

13. τὸ μὲν τοίνυν προέλεσθαι τὰ κάλλιστα καὶ τὸ τῶν οἰσθέντων ἐκείνων Ἑλλήνων, εἰ πρόειντο ἡμεῖς, ἐν εὐδαιμονίᾳ διάζειν, τούτων αὐτῶν ἀμεινον πράττειν, τῆς ἀγαθῆς τύχης τῆς πόλεως εἶναι τίθημι.—C. 76.

14. Point out the difference between the following: ἐπιτιμία, ἐπιτιμία—ψήφισμα, προβουλευμα, νόμος—χρὸνος, προθεσμία—διοικεῖν, διοικίζειν—ἵφ' ὑμῖν ποιεῖν, ἵφ' ὑμῖν ποιεῖν.

15. Explain the following words: σπερμολόγος, ὑπουργός, ἀρουραῖος Οἰνόμαος, παρασῆμος ῥήτωρ, βακτηρία καὶ σύμβολος, κατορθόω.

## TACITUS.

MR. NESBITT.

- I.—1. When did Tacitus flourish? Give a brief sketch of his life.
2. What are his extant works?
3. In what consists the great power of Tacitus as a writer?
4. What are the leading characteristics of his style?
5. A passage in "the Agricola" discovers to us the cause of his remarkable brevity?
6. The "biographical method" which Tacitus has adopted in writing history was necessitated by the political condition of the times?
7. We have a glimpse of his philosophy in "the Agricola"?
8. He has been ably criticised by a modern essayist?
9. Enumerate the sources whence he derived his materials.

II.—1. State the boundaries of Germany as given by Tacitus. What is the value of "the Germania" in geographical description?

2. Ancient Germany was divided into two parts?
3. Who were the most successful leaders of the Romans in their expeditions beyond the Rhine?
4. When did their army sustain an irrecoverable defeat in this quarter?
5. The destruction of Varus and his legions has been productive of most important results in the history of the world?

III.—Comment briefly upon the following passages, which illustrate some of the leading peculiarities of the style of Tacitus:

- nobis nihil comperti affirmare ausim.*—Agr. 43.  
*ludos et inania honoris moderationis atque abundantia duxit.*—Agr. 6.  
*speciem . . . gloriae vehementius quam caute appetebat.*—Agr. 4.  
*nec umquam per alios gesta avidus intercept.*—Agr. 22.  
*ipsos Germanos indigenas crediderim, minimeque aliarum gentium adventibus et hospitibus mixtos.*—Ger. 2.  
*hi populi pauca campestrium, ceterum saltus et vertices montium insederunt.*—Ger. 43.  
*in proximo pignora, unde feminarum ululatus audiri, unde vagitus infantium.*—Ger. 7.  
*obstitit oceanus in se simul atque in Herculem inquiri.*—Ger. 34.  
*haud semper errat fama; aliquando et elegit.*—Agr. 9.  
*ex iracundia nihil supererat; secretum et silentium ejus non timeres.*—Agr. 22.  
*nihil arduum aut invictum crede.*—Agr. 18.  
*hostes . . . qui classem, qui naves, qui mare expectabant.*—Agr. 18.  
*Germania a Sarmatis Dacisque mutuo metu aut montibus separatur.*—Ger. 1.  
*quod ego, ut incompertum, in medium relinquam.*—Ger. 46.

*Translate into English Prose.*

Si quis piorum manibus locus, si, ut sapientibus placet, non cum corpore extinguuntur magnæ animæ, placide quiescas, nosque, domum tuam, ab infirmo desiderio et muliebribus lamentis ad contemplationem virtutum tuarum voces, quas neque lugeri neque plangi fas est: admiratione te potius, et immortalibus laudibus, et, si natura suppeditet, æmulatu decoremus. Is verus honos, ea conjunctissimi cujusque pietas. Id filiæ quoque uxori præceperim, sic patris, sic mariti memoriam venerari, ut omnia facta dictaque ejus secum revolvant, famamque ac figuram animi magis quam corporis complectantur: non quia intercedendum putem imaginibus, quæ marmore aut ære finguntur; sed ut vultus hominum, ita simulacra vultus inbecilla ac mortalia sunt, forma mentis æterna; quam tenere et exprimere, non per alienam materiam et artem, sed tuis ipse moribus possis. Quidquid ex Agricola amavimus, quidquid mirati sumus, manet mansurumque est in animis hominum, in æternitate temporum, fama rerum. Nam multos veterum, velut inglorios et ignobiles, oblivio obruet: Agricola, posteritati narratus et traditus, superstes erit.—Agr. 46.

## FRENCH LANGUAGE AND LITERATURE.

DR. BENSEBACH.

1. From what language is the French principally derived?
2. Are there other languages derived from the same stock? If so, mention them.
3. Mention French words which show this derivation from the ancient stock.
4. What influence had the French language on the formation of the modern English?
5. At what time and in what manner did the French language principally consolidate itself?
6. Mention the principal writers of the age of Louis XIV.
7. What may be the reason of the great abundance of literary men during the reign of this king?
8. What relation does Racine bear to P. Corneille?

9. What was the first literary production of Racine, and what was his reward?
10. Enumerate his best tragedies.
11. What is the principal character of his works?
12. In what tragedy does he try to follow most closely the ancient tragedians?
13. What may have been the reasons for the rules observed by the ancients in their tragedies, and why may we deviate from these rules?
14. Give an outline of *Phedre*, and develop the character of *Hippolyte*.
15. How did Racine succeed with this tragedy, and what influence had the treatment he received upon his subsequent pursuits?
16. To what do we owe the tragedy *Esther*, and by whom was it first performed?
17. What is stated to have caused, or at least accelerated, the death of Racine?
18. State in French the character of *Athalie*.
19. Give the character of the high priest *Ioad*, also in French.
20. Translate *Athalie*, act iii. scene 7, beginning with, *Cieux écoutez ma voix*, and ending with, *Et que la terre enfante son Sauveur*.
21. State and exemplify the rules of the past participles.
22. Give the principal rules on the use of the subjunctive mood, and illustrate them by examples.

## GERMAN LANGUAGE AND LITERATURE.

DR. BENSCHACH.

1. State the principal languages of the Teutonic family.
2. What connexion has modern English with the German? Give some examples in illustration.
3. State the two divisions or principal dialects of the German language. What relative geographical position do they or did they hold in Germany?
4. Does one of the dialects preponderate? and if so, give the probable reason.
5. At what time did the high German become the language of literary Germany?
6. Give an outline of the *Nibelungenlied*, and name its principal personages.
7. What is the meaning of *Minnesänger* and of *Meistersänger*? In what ages did these singers flourish, and who were the most distinguished of them?
8. Mention the principal productions of *Goethe*.
9. Give a short account of the life of *Schiller*.
10. Is the story of *Tell* a true history or a fiction?
11. What is the meaning of the word *Vierwaldstätter-See*? Mention the cantons which surround the lake.
12. Describe the character of *Tell*, as given by the poet.
13. Give in German a short outline of the first Act of "*Tell*."
14. Translate into English, Act II. Scene 2, from *Hort, was die alten Hirten*, and ending, *Es gibt das Herz, das Blut sich zu erkennen*.
15. Mention the auxiliary verbs of mood; state their peculiarities, and give an example for each verb.
16. Mention some conjunctions which remove the verb to the end of the sentence, and give some examples.
17. Mention the prepositions which govern both the dative and accusative cases; explain when they govern the one and when the other, and give examples.
18. What is the meaning of the strong declension of substantives, and what of the weak declension? How may we arrange the four declensions, as usually given, under these two forms?
19. What is the meaning of the strong conjugation, and is there a classification of the so-called irregular verbs?
20. Is there any affinity between the German and English irregular verbs? and if so, give some examples.

## LITERARY SCHOLARSHIP OF THE FIRST YEAR.

MR. HEARN.

- A.—1. How does Müller reconcile the rival claims for the birth-place of Homer?
2. On what grounds does he consider the Catalogue of the Ships to have been an interpolation?
3. This opinion involves two important inferences?
4. How do you account for the variety of dialects found in the Homeric poems?
- B.—1. Herodotus notices and refutes three theories proposed to account for the inundation of the Nile?
2. How does he himself attempt to explain it? What is the true cause?
3. What is Herodotus' statement as to the influence which Homer exercised upon the Grecian religion? How far is this true?
4. How is the account of Egypt connected with the general subject of his history?
- C.—1. Where does the first mention of Xenophon in the *Anabasis* occur?
2. In what capacity did he join Cyrus? What objection was there to his taking any part in the expedition? Was this objection well founded?
3. What was the date of the expedition of Cyrus? Its consequences were of great importance?
4. Where do we find the latest historical notice of the Cyrean Greek force?
- D.—1. What are the principal points of difference between the ancient and the modern Drama?



2. Give an outline of the plot of the Medea. What Latin poets wrote on the same subject?
3. What was the place and date of Euripides' birth? Mention some of his most distinguished contemporaries.
4. When and by whom was Greek Tragedy invented? Mention the various improvements which it subsequently received.

E.—1. Translate the following sentences into Greek:

- a. He appeared of superhuman size.
- b. I knew that I was a philosopher.
- c. I knew that he was a philosopher.
- d. He was secretly grieved at the wealth of his brother.
- e. The trial did not go on in my absence, as the prosecutor feared that there was not sufficient evidence.

2. Translate the following passage into English:

Γρύλλος ὁ Ξενοφάντος υἱός ἐν τῇ μάχῃ περὶ Μαντίνειαν ἰσχυρῶς ἀγωνισάμενος ἐτελεύτησεν. Ἐν ταύτῃ τῇ μάχῃ καὶ Ἑπαμινώδας ἔπεσε. Τηνικαῦτα δὴ καὶ τὸν Ξενοφῶντα φασὶ βύειν ἰσχυρότερον ἀπαγγελλέντος δὲ αὐτῷ τοῦ θανάτου τοῦ παιδός, ἀποστεφάνωσθαι. ἔπειτα μαλόντα ὅτι γενναίως, πάλιν ἐπιθίσθαι τὸν στίφαιον. "Ἐνιοὶ δὲ οὐδὲ θακρῦσαι φασιν αὐτὸν, ἀλλὰ γὰρ εἰπεῖν ἦδειν θνητὸν γεννητικῶς.

3. Point out the metrical defects in the following lines:

- a. Στρατὸς περὶ κρυσταλλοπῆγα διὰ πόρον.
- b. "Ἐλξε δ' ὦ θηρακτὸν" Ἀρετμὶ παῖ Διός.
- c. "Ἀτλας ὁ χαλκίοισι νότοις οὐρανόν.
- d. "Ἦς ὑπερπλησι ταχὺ" ἂν ποτε θυμὸν ἔλασση.—II. I. 205.
- e. Μηριόνης ἀτάλαντος Ἐνυαλίῳ ἀνδρείφοντι.—II. 651.
- f. Τῶν αὖθ' ἠγείσθην Ἀσκληπιοῦ δύο παῖδε.—II. 731.

4. State the laws of anapestic metre. In what other metre does synapheia occur?

F.—1. What is the difference between the perfect and aorist tenses? How is this difference expressed in English?

2. What is the difference between *μη κλεπτει* and *μη κλεψης*? Would *μη κλεψον* be correct?
3. What are the Ionic forms of the following words: *πρῶγμα*, *βαῦμα*, *πρῶος*, *βασιλεία*, *μειζων*, *πῶς*, *οὖν*, *ὄνομα*, *διχομαι*.
4. What are the derivations of the following words: *ἄφνειος*, *ἄριζήλος*, *ἕανος*, *αὐθάδης*, *ἐπιθαλάζω*, *αἰέλουρος*, *ρήχη*, *ἄμπωτις*.

## LUCIAN.

MR. HEARN.

1. The Dialogues of Lucian may be divided into three classes?
2. How would you apply this division to Mr. Walker's Selection?
3. Where was Lucian born, and at what period did he live?
4. What information does he give us of himself in the *Bios Luciani*? What was his subsequent history?
5. Who was Menippus? What species of writing was known by the name of Menippean?
6. What motives does Menippus assign for his descent to Hades? The advice given him by Teiresias coincides with some of the opinions expressed by Horace?
7. Lucian appears to have put into the mouth of Charon his own views of human life? A similar sentiment is expressed by Juvenal?
8. *Μὴ γένοιτο μὲν οὖν οὕτα ταῦτα φαίη δ' οὖν ἀμείνω τὸν σίδηρον ὁμολογῶν.—κ'.*
  - (a) How do you explain the use of the optative to express a wish?
  - (b) Would *οὐ γένοιτο* be correct, and if not, why?
  - (c) Under what circumstances does the attraction of the participle take place?
  - (d) Instances of this construction occur in Virgil and in Milton?
  - (e) Translate accurately the latter clause. How would the reading *ὁμολογεῖν* affect the meaning, and how would you account for this difference?
9. *Μὴ καὶ τις ἡμᾶς γράψεται γραφὴν ἀσεβείας ἐπὶ τοῦ Ῥαδαμάνθυος.—κβ'.*
  - (a) How do you explain the use of the double accusative? Why is the accusation of the crime in the genitive?
  - (b) What was the mode of proceeding at Athens on an accusation of impiety? What magistrate does Rhadamanthus here represent?
  - (c) Lucian elsewhere alludes to a celebrated *ἀσεβείας γραφή*? What was its history, and what is your opinion of its merits?
10. *"Ἢδη ποτὲ οὖν, ὦ Κρόνου καὶ Πέας υἱέ, τὸν βαβὺν τοῦτον ὕπνον ἀποσεισάμενος, καὶ ἠδύμον (ὑπὲρ τὸν Ἐπιμενίδην γὰρ κωκυμένης) καὶ ἀναρρίπτισας τὸν κερανὸν κ. τ. λ.—κδ'.*
  - (a) Buttmann's account of the word *ἠδύμος* is confirmed by similar phenomena in our own language?
  - (b) What is the allusion in *ὑπὲρ τὸν Ἐπιμενίδην κωκυμένης*? What seems to have been the meaning of the story?
  - (c) How does Virgil express the idea conveyed in *ἀναρρίπτισας*?
11. *ἐπειδὴ πρῶν ἔλαχε τῇ Ερεχθίδι φυλῇ διανέμειν τὸ θεῶν, κατὰ προσῆλθον αἰτῶν τὸ γινόμενον, οὐκ ἔφη γνωρίζειν πόλιν ἅντα με.—κδ'.*
  - (a) Translate. The last clause has been inaccurately rendered in the Latin translation?
  - (b) What were the various changes made in the number of the Athenian tribes, and by whom were they effected?
  - (c) What was the *θεῶν κλον*? When and by whom was it established?



(d) τῇ Ἑρεχθίδι. What other reading has been here proposed, and why? How else has the difficulty been explained?

(e) Several other instances of inadvertence may be found in Lucian?

12. Quote the passages to which allusion is made in the following sentences:—

(a) ὥστε μῆδὲ τὸν Παιήονα ἴσασθαι σε.—α'.

(b) εὐδὲν χεῖρον σὺ τοῦ Ὀμήρου εἰκασσας, ὦ Χάρων, ὡς φύλλοις τὸ γένος αὐτῶν ὁμοιοῖ.—κ'.

(c) ἦ, ὅπερ τὸν Ἡφαιστον πρῶτην ἐποίησε, βίβη καὶ μετὰ τῆς ταγῆς τοῦ ποδὸς ἀπὸ τοῦ θεοπεσίου βηλεῦ, ὡς ὑποσκάζων γέλωτα παρέχομαι καὶ αὐτὸς εἰνοχοῶν.—κ'.

(d) οὗτοι ἀπόβληται εἰσι δῶρα τὰ τοῦ Διὸς.—κδ'.

(e) ὁ μὲν αὐτῶν ἵεται, καὶ ἀνίστησιν ἐκ τῶν νόσων, καὶ ἐστὶ πολλῶν ἀντάξιος ἄλλων.—κε'.

13. Explain fully the historical allusions in the following passages:

(a) τί γὰρ με διὐ πρῶτα ἔχειν τὰ πρὸ Εὐκλείδου πῶς νῦν ἐξετάζουσιν.—κα.

(b) Ἀργείους ὀρέας, ὦ Χάραν, καὶ Λακιδαιμονίους καὶ τὸν ἡμιβήντα ἐκείνον στρατηγὸν Ὀθρυάδην τὸν ἐπιγεγράφοντα τὸ τρέπαιον τῷ αὐτοῦ αἵματι. What was the Greek law of trophies?

(c) καὶ γὰρ καὶ Κλεῖτον ἐκείνον ὀρέῃ καὶ Καλλιस्थένῃ καὶ ἄλλους πολλοὺς ἐπὶ τὸ ὀρμῶντας ὡς διασπασαίντο καὶ ἀμύναντο σε ὧν ἴδρασας αὐτοῦ.—ιι.

(d) Οὗτος δὲ ἐν φυγῇ ὦν παρὰ Περουσία τῇ Βιθυνῇ καθάπερ ἄξιον ἦν πανουργότατον καὶ ἀμότατον ὄντα.—ιδ. What were the causes of Hannibal's exile?

(e) καὶ τὸ ἐν Οἰζυδράκῃς πρῶτον καθάλασθαι εἰς τὸ ἐντὸς τοῦ τείχους καὶ τοσαῦτα λαβεῖν τραύματα. An exactly similar mistake occurs in Sallust?

14. παρὰ τὸ μέγεθος τῶν πραγμάτων καὶ τοιοῦτόν τι πιστεύσαντες περὶ ἐμοῦ.—ιδ'.

προεδρίας ἡξιώκασιν ἑαυτοὺς παρὰ πάντα τὰ πάτρια.—κς.

How do you account for these opposite meanings of *παρὰ*?

15. How do you explain the use of the genitive in the following passages:—

(a) Ὁ μακάριε Ζέφυρε τῆς θέας.—θ'. What is the derivation of *Ζέφυρος*?

(b) Φεῦ τῆς ἀλλαγῆς.—κδ'. What is the force of the article in such exclamations?

## LATIN GRAMMAR.

MR. NESBITT.

1. Distinguish between the interrogative particles *ne*, *nonne*, *num*.

2. What is the derivation of *num*? Is it ever employed in questions expecting an affirmative answer?

3. What do you understand by the *indirecta questio*? In what mood does the verb stand in "an indirect question"?

4. There are four forms of "double questions"?

5. What is the meaning of *an* standing before a single question?

6. Give the precise meaning of *haud scio* or *nescio an*. Are there any exceptions?

7. What is the least emphatic of the pronouns?

8. Distinguish between *is qui pugnāt*, and *hic* or *ille qui pugnāt*.

9. Distinguish between *hic*, *ille*, and *iste*, referring to different objects.

10. When employed to discriminate between the different words which form the subject of discourse, what is the use of *hic* and *ille*?

11. How are the exceptions to this rule to be explained?

12. The position of *hic* in the sentence varies according to its relation to the context?

13. How has *ille* acquired the meaning of "the well known," "famous"?

14. Is it true that *iste* invariably denotes contempt?

15. If *hic* be used as the mere antecedent to a relative, what is its position in the sentence?

16. Enumerate the various forms of conditional propositions, giving the meaning of each.

17. What are the Greek equivalents?

18. State the idea conveyed in the following proposition:

Cæsar—si peteret per amicitiam patris atque suam, non quidquam proficeret.

19. How is this idea expressed in Greek?

20. What do you understand by "*oratio obliqua*"?

21. In oblique narration in what mood do the principal verbs stand?

22. How is the mood of the verbs in the *dependent* clauses determined?

23. What were the divisions of the Roman month, and what their method of computing time?

24. What day in the Roman Calendar corresponds to the eleventh of June?

25. Explain the construction "ante diem sextum Kalendas Apriles."

26. Derivation of the word *sestertius*.

27. Explain the following phrases:

Septum millibus aedes conduxit—

Sex millia dedit—

In sestertio decies sordide vixit.

28. Probable derivation of *as*?

What are the words used to express the parts into which the *as* was divided?

How was interest computed among the Romans?

Express in Latin "he invested a large sum at 6 per cent."

29. What is the meaning of the negative *ne*?

30. Distinguish it in its use from *non*?

31. Whence arose the mistake that it is equivalent to *ut non*?

32. What are the negatives in Greek corresponding to *ne* and *non* respectively?

33. Illustrate the difference between these particles by an example.

34. What is the derivation of *non*?

## CÆSAR.—DE BELLO GALLICO.

MR. NESBITT.

- I.—1. When did the Romans first carry their arms into Transalpine Gaul?
2. What was the extent of the region subject to the Romans when Cæsar obtained the provinces of Gaul and Illyricum?
3. What were the circumstances of his appointment?
4. In what year did he commence his career of conquest in Gaul?
5. When was his commission renewed, and under what circumstances?
6. By what achievements did he complete the conquest?
7. How was Gaul subsequently divided?
8. Give a brief sketch of Cæsar's campaigns in Britain?
9. His victories over the Britons seem to have produced a deep impression at Rome?
10. What literary remains of Cæsar do we possess?
11. What is the meaning of the term "*Commentarii*"? What is the Greek translation?
12. Who is the supposed author of the Supplements to Cæsar's Commentaries?
13. What are the leading characteristics of his style?
14. Enumerate the principal ancient sources for the life of Cæsar.

II.—1. His *confectis rebus conventibusque peractis*.—v. 2.What is understood by the term "*conventus*"?What is the Greek equivalent to the phrase "*conventus peragere*"?2. Duobus *commeatibus* exercitum reportare instituit.—v. 23.Translate.—Primitive and derivative meanings of the word "*commeatus*"?3. Ab *decumana* porta in castra irrumpere conantur.—vi. 37.

Describe the structure of the Roman camp.

Where was the "*porta decumana*"?Illustrate this use of the preposition *ab*.4. P. Sextius Baculus, qui *primum pilum* ad Cæsarem duverat.—vi. 38.

(a) Explain the position of Sextius, according to the ancient and later constitution of the Roman army.

(b) How were the Centurions chosen?

(c) That their promotion was regular appears from a passage in Cæsar?

Cite a parallel to the use of *ad* in this passage.

5. Milites consulis sacramento rogavit.

Explain the phrase "*sacramento rogavit*."6. Atque eorum ut quisque est genere copiisque amplissimus, ita plurimos circum se *ambactos* clientesque habent.—vi. 15.Translate.—What English word is derived from *ambactus*?7. Explain and derive the words *annotinus*, *perendinus*. Illustrate by analogy the formation of the former.8. Eo anno frumentum in Gallia propter *siccitates* angustius provenerat.

Translate.—What are the various modifications of meaning given to abstract nouns by the use of the plural form?

Cite a parallel to the use of "*siccitates*" in this passage.

Translate into English prose:

Illi (Druides sc.) rebus divinis intersunt, sacrificia publica ac privata procurant, religiones interpretantur. Ad hos magnus adolescentium numerus disciplinæ causa concurrit, magnoque ii sunt apud eos honore. Nam fere de omnibus controversiis publicis privatisque constituunt; et si quod est admissum facinus, si cædes facta, si de hæreditate, si de finibus controversia est, iidem decernunt; præmia pœnasque constituunt; si qui aut privatus aut publicus eorum decreto non stetit, sacrificiis interdicunt. Hæc pœna apud eos est gravissima. Quibus ita est interdictum, ii numero impiorum ac sceleratorum habentur; iis omnes decedunt, aditum eorum sermonemque defugiunt, ne quid ex contagione incommodi accipiant: neque iis petentibus jus redditur, neque honos ullus communicatur. His autem omnibus Druidibus præest unus, qui summam inter eos habet auctoritatem. Hoc mortuo, si qui ex reliquis excellit dignitate, succedit: at, si sunt plures pares, suffragio Druidum allegitur, nonnumquam etiam armis de principatu contendunt. Hi certo anni tempore in finibus Carnutum, quæ regio totius Galliæ media habetur, considunt in loco consecrato. Huc omnes undique, qui controversias habent, conveniunt eorumque decretis iudiciisque parent. Disciplina in Britannia reperta atque inde in Galliam translata esse existimatur: et nunc, qui diligentius eam rem cognoscere volunt, plerumque illo discendi causa proficiscuntur.—B. G. 13.

## UNPREPARED GREEK.

To be translated into English.

Οὐ πάντα μὲν, ὡ φιλοσοφία, κατηγόρησε Διογένης, ἀλλὰ τὰ πλείων, ὅσα ἦν χαλεπώτερα, οὐκ οἷδ' ὅ, παθὼν, παρέλιπεν. Ἐγὼ δὲ τοσούτου διὰ ἔκτατος γένεσθαι, ὥς οὐκ ἔπουν αὐτὰ, ἢ ἀπολογίαν τινὰ μεμελητηκῶς ἀφίχθαι, ὥστε καὶ εἰ τις ἢ αὐτὸς οὗτος ἀπισιόωσιν, ἢ ἐγὼ μὴ πρότερον ἔφθην εἰρηκῶς, νῦν προσθήσει μοι δοκῶ. Οὕτω γὰρ ἂν μάθοις οὐστίας ἀπικέρυττοι, καὶ κακῶς ὑγίειον, ἀλαζύνει καὶ γούτας ἀποκαλαῖ. Καὶ μοι μόνον τοῦτο παραφυλάττει, ἡ ἀληθὴ περὶ πάντων ἐξῆ. Εἰ δὲ τι βλάσφημον ἢ τραχὺ φαίνοιτο ἔχειν ὁ λόγος, εὐ τὸν διελέγχοντα ἱμῶ, ἀλλὰ ἐκείνους ἂν εἶμαι δικαιότερον αἰτιάσθαι, τὰ τοιαῦτα ποιοῦντας. Ἐγὼ γὰρ ἐπειδὴ τὰ χεῖρα ζυνεῖδεν ὅποσα τοῖς ῥητορεύουσι τὰ δυσχερῆ ἀναγκαῖον προσεῖναι, ἀπάτην, καὶ ψεῦδος, καὶ θεασύτητα, καὶ βόην, καὶ ἀδίσκους, καὶ μύρια ἀλλὰ, ταῦτα μὲν, ὥστε εἰκὸς ἦν, ἀπέφυγον· ἐπὶ δὲ τὰ σὰ ὡ φιλοσοφία, καλὰ ἀρετῆς, ἡξίου ὅποσον ἔτι μοι λοιπὸν τοῦ βίου, καθαπερὶ ἐκ ζῆλτος καὶ κλύδωνος ἐς εὐδίων τινα λίμνα ἐσπλεύσας, ὑπὸ σοὶ σκεπόμενος καταβιώναι. Καίπερ δὴ μοῖον παρέκρυψα ἐς τὰ ὑμέτερα, σὲ μὲν, ὥστε ἀναγκαῖον ἦν, καὶ τοῦδε ἀπαντας ἐθαύμαζον, ἀρίστον βίου νομελῆτας

ὄντας, καὶ τοῖς ἐπ' αὐτὸν ἐπιτιμώμενοις χεῖρα ἐρέγοντας, τὰ κάλλιστα καὶ συμφερότατα παραινούντας, εἴ τις μὴ παραβαίνοι αὐτὰ, μὴδὲ διολισθάνοι, ἀλλ' ἀπενὶς ἀποβλέπων ἐς τοὺς κανόνας οὓς προτεθείκατε, πρὸς τοὺτους βυυβαίξοι, καὶ ἀπειθοὶ τὸν ἑαυτοῦ βίον ὅπερ, ἡ Δία, καὶ τῶν καθ' ἡμᾶς αὐτοὺς ὅλιγοι ποιοῦσιν.—LUCIAN.

## COMPOSITION.

MR. NESBITT.

*To be translated into Latin Prose.*

Themistocles, having conquered the Persians in a naval fight, said, in an assembly at Athens, that he had a plan in contemplation which would be serviceable to the state, but that it was necessary it should not be made public. He, therefore, demanded a person to whom he might communicate it, and Aristides was appointed for that purpose. He then told Aristides that the fleet of the Lacedæmonians, which had gone into harbour at Gytheum, might be secretly set on fire, and thus the naval power of the Lacedæmonians be destroyed. Aristides having heard this, returned to the Assembly, and told them that the plan of Themistocles was, indeed, a very useful one, but by no means honorable. The Athenians, judging that to be unprofitable which was not honorable, rejected, on the authority of Aristides, a plan which they had not even heard. We are born for justice, nor is right founded in opinion, but in nature. Let it then be a fixed principle with us, that what is dishonorable is never useful.

*To be translated into English Prose.*

Quid enim vita habit commodi? quid non potius laboris? sed habeat sane: habet certe tamen aut satietatem aut modum. Non lubet enim mihi deplorare vitam, quod multi et ii docti fecerunt sæpe: neque me vixisse poenitet, quoniam ita vixi ut non frustra me natum existimem; et ex vita ita discedo tanquam ex hospitio, non tanquam ex domo: commorandi enim natura deversorium nobis; non habitandi locum dedit. O præclarum diem quum in illud divinum animorum concilium coetumque proficiscar, quumque ex hac turba et colluvione discedam! proficiscar enim non ad eos solum viros de quibus ante dixi, verum etiam ad Catonem meum, quo nemo vir melior natus est, nemo pietate præstantior: cujus a me corpus crematum est, quod contra decuit ab illo meum: animus vero non me deserens, sed respectans, in ea profecto loca discessit, quo mihi ipsi cernebat esse veniendum; quem ego meum casum fortiter ferre visus sum, non quo æquo animo ferrem, sed me ipse consolabar existimans non longinquum inter nos digressum et discessum fore.—DE SENECA, 23, 84

## SCIENCE SCHOLARSHIP OF THE FIRST YEAR.

## ARITHMETIC AND ALGEBRA.

DR. MULCAHY.

1. Extract the square root of 1368852004.
2. Find a mean proportional between .08 and 1248.2 to three places of decimals.
3. Express, by means of a surd, the ratio of the segments of a line cut in extreme and mean ratio.
4. Divide 32163.2 by .736.
5. Given the logarithms of  $a$ ,  $b$ ,  $c$ , find that of the number arising from dividing the product of the square root of  $a^3$  and the cube root of  $b^4$  by fifth root of  $c$ .
6. A given sum is put out to compound interest, the interest being added to the principal at the end of each year, suppose that after a certain number of years the sum total reaches a given amount, show that, the yearly rate of interest being also given, the number of years may be found by logarithms.
7. Define harmonic proportion, and show from the definition that the reciprocals of three quantities having this relation are themselves in arithmetical proportion.
8. The sum of two numbers is 5, and the sum of their cubes is 35; find the numbers.
9. Find a number such that three times it being extracted from 169, and the remainder divided by the number, the quotient so arising shall be less than three times the original number by 29.
10. Write down and prove any series for the development of the logarithm of a quantity.
11. The forewheel of a carriage makes 6 revolutions more than the hindwheel in going 120 yards; but if the periphery of each wheel be increased one yard it will make only 4 revolutions more than the hindwheel in going the same distance; required the periphery of each.
12. A hare is 50 of her leaps before a greyhound, and takes 4 leaps to the greyhound's 3; but 2 of the greyhound's are as much as 3 of the hare's; how many leaps must the greyhound take to catch the hare?

## GEOMETRY AND TRIGONOMETRY.

MR. CROFTON.

1. Divide a given line so that the sum of the squares of the parts may be equal to a given square. When is this impossible?

2. From a fixed point P on the circumference of a circle, any chord PC is drawn; if a point R be taken on this chord, such that the rectangle under PR and PC be constant, find the locus of R.
3. The square of any line, drawn from the vertex of an isosceles right-angled triangle to the base, is an arithmetical mean between the squares of the segments of the base.
4. Let ABC be a quadrant of a circle whose centre is C; on AB, at the side remote from C, describe a semicircle: show that the lune AB, included between the two circles, is equal to the triangle ABC.
5. The vertex of a right-angled triangle is fixed, and its corners move along two fixed lines at right angles to each other; find the locus of the foot of its perpendicular.
6. From any point on a given straight line two tangents are drawn to a given circle; the chord joining the points of contact passes through a fixed point.
7. Given the sides  $a$ ,  $b$ , of a triangle, whose vertical angle is  $120^\circ$ ; find the base?
8. Prove the formula for the sine of the sum of two angles; and from it deduce that for the cosine.
9. State what is meant by the *ambiguous case* in the solution of plane triangles; and explain it both by construction and by trigonometrical formulas.
10. Given in a plane triangle  $a$ ,  $b$ , C, find the length of a line drawn from the vertex to the base, and dividing the angle C into two parts,  $m$ ,  $n$ .
11. Given  $a$ ,  $b$ , the two sides of a triangle, and  $m$ , the bisector of the vertical angle, find the base.
12. Find the sine and cosine of  $15^\circ$ .

### SCIENCE SCHOLARSHIP OF THE SECOND YEAR.

DR. MULCAHY.

1. Give Cardan's solution of the equation  $x^3+ax+b=0$ .
2. Find all the roots of the equation  $x^6-1=0$ .
3. The equations  $x^n-1=0$ , and  $x^n+1=0$ , may be completely solved by means of a trigonometrical table.
4. Find the sum of the fifth powers of the roots of the equation  $x^3+2x^2+4x+6=0$ .
5. Take away the second term of the equation  $3x^3+6x^2+4x+\frac{1}{3}=0$ , and state the relation between the roots of the new equation and those of the original.
6. Find the sum of  $1^2+2^2+3^2+\&c.$  to  $n$  terms, by the method of indeterminate coefficients.
7. Find the expression for the cosine of an angle of a spherical triangle in terms of the sides.
8. Prove that the trisection of an angle and the finding of two mean proportionals between two given lines are cases of the same problem.
9. This problem can be solved geometrically when the given point lies on either bisector of the angle.
10. Considering the earth as a sphere, the areas of the various zones are proportional to the corresponding portions of its axis.
11. Write down and prove formulas adapted to logarithms or the solution of a plane triangle in the following cases:
  - 1°. Given the three sides.
  - 2°. Given two sides and the contained angle.
12. Do the same for the like cases in a spherical triangle.

### SCIENCE SCHOLARSHIP OF THE FIRST YEAR.

DR. MULCAHY.

1. Prove the total number of combinations of  $n$  things taken one at a time, two at a time, and so on  $=2^n-1$ .
2. The difference of two numbers is 3 and the difference of their cubes is 117; find the numbers.
3. Required two quantities such that their sum, product, and difference of squares shall be equal.
4. If  $\cos x + \cos 2x = 1$ , find  $\cos x$  to four places of decimals.
5. Express the tangent of half an angle of a triangle in terms of the sides.
6. Express the tangent of the sum of three arcs in terms of the separate tangents.
7. Given the rectangle under two lines and the difference of their squares, find the lines geometrically.
8. Given the sides of a quadrilateral inscribed in a circle, find geometrically:
  - 1°. the rectangle under the diagonals.
  - 2°. their ratio.
9. Write down and prove the expressions in terms of the sides of a triangle.
  - 1°. for its area.
  - 2°. for the radius of its inscribed circle.
  - 3°. for the radius of its circumscribed circle.



10. Solve the following equations:

$$\frac{10}{x} - \frac{14-2x}{x^2} = \frac{22}{9};$$

$$x^3 - 1 = 0;$$

$$\sqrt{4a+x} = 2\sqrt{b+x} - \sqrt{x}.$$

11. The first term of an arithmetical series is 1, the common difference is 4, and the sum 120; find the number of terms.

12. Given the base of a triangle in magnitude and position, also the sum or difference of its sides: construct it so that its vertex may be upon a line given in position.

### PRIZE EXAMINATION.—MATHEMATICS.

DR. MULCAHY.

- Find the equation whose roots are the squares of the differences of those of the equation,  
 $x^3 + qx + r = 0.$
- Find the relation between the coefficients of a complete cubic in order that two roots may be equal.
- In a spherical triangle prove  
 $\cot A \sin C = \cot a \sin b - \cos b \cos C.$
- Prove  $\tan \frac{1}{2}$  spherical excess =

$$\sqrt{\left( \tan \frac{s}{2} \cdot \tan \frac{s-a}{2} \cdot \tan \frac{s-b}{2} \cdot \tan \frac{s-c}{2} \right)}.$$

- If  $s$  be the sum of two quantities and  $p$  their product, prove sum of their  $n^{\text{th}}$  powers  

$$= s^n - ns^{n-2}p + n \cdot \frac{n-3}{2} \cdot s^{n-4}p^2 - n \cdot \frac{n-4}{2} \cdot \frac{n-5}{3} s^{n-6}p^3 + \&c.$$
- Given two sides of a spherical triangle; find geometrically when the area is a maximum.
- In the method of elimination, by the process of the common measure, what circumstance indicates that several values of  $x$  may correspond to the same value of  $y$ ?
- How is the same result indicated in Euler's method of elimination?
- What are the binomial factors of  $\cos (x+x'+x''+\&c.)$ ,  $+ \sqrt{-1} \cdot \sin (x+x'+x''+\&c.)$ ?
- Hence deduce the general expressions for the sine and cosine of the sum of any number of arcs.
- Write down and prove Newton's formulas for the sums of the powers of the roots of an equation, and Euler's extension of them.
- Prove the approximate rule by which the logarithm of a number consisting of six digits may be found from a table containing logarithms of numbers of five digits.

### PRIZE EXAMINATION.—CHEMISTRY.

DR. RONALDS.

- Explain generally the doctrine of latent heat.
- What are the laws observed by gases when expanded by heat?
- What is understood by the specific heat of a body?
- Give a general, physical, and chemical account of the atmosphere (with reference to state, pressure, moisture, composition, mode of analysis, density, how measured, causes of rain, dew, and wind).
- Give a full description of the circumstances under which carbonic acid is produced, and its physical and chemical properties generally.
- Explain, in chemical symbols, the processes for obtaining nitrous oxide; nitric, sulphurous, and hydrochloric acids.
- State the general laws regulating combination among the elements.
- If iodine be dissolved in caustic potash, what products will result.
- What are the specific tests for the presence of sulphuric acid and chlorine, respectively?

### LAW SCHOLARSHIP OF THE SECOND YEAR.

#### LAW OF REAL PROPERTY.

MR. LAW.

- What is the earliest and most natural classification of *property* in general.
- What historical event in England gave greater prominence and importance to this classification?



3. Define the words "messuage," "tenement," "hereditament," "land," and "premises."
4. What estate passes by a grant of lands "to A" simply? What by a devise of lands in similar terms, before and since the late Wills Act respectively?
5. What are "emblems"? and how do the rights of a tenant and undertenant thereto differ?
6. What was the signification of the term "heirs" in early times?
7. What was the effect of a gift "to one and the heirs of his body," before the Statute *de donis conditionalibus*? and what since?
8. What was the difference between a recovery with single and one with double voucher, as to barring estates tail.
9. What was the power of alienation possessed by a tenant in tail *in remainder* before the Fines and Recoveries Abolition Act; and what is the extent of such power now?
10. What powers are now "protectors of settlements," as well by virtue of their estates as by express appointment?
11. What power of alienation has the tenant in tail without the protector's consent?
12. What are "quasi estates tail?" and what is the extent of the quasi tenant in tail's power of disposition?
13. What effect has a judgment recovered against a tenant in tail or *in fee* upon the lands so holden?
14. What is the "rule against perpetuities"?
15. What exceptions are there to the generally absolute right of every person possessed of property to alien his interest therein?
16. On the death, since 1834, of one of two co-parceners, leaving a son, to what portion of the descended estate is such son entitled?
17. What is the meaning of a "purchaser," as defined by the Inheritance Act?
18. Under a gift to "A and B, and the heirs of their bodies," what estate have they.
19. How may joint-owners make partition?
20. Enumerate the modes of conveyance which operate by the common law and those which take effect by the Statute of Uses respectively.
21. What alteration in the effect of a feoffment has been made by the recent Act for the amendment of the law of real property?
22. How has the Statute of Uses facilitated the transfer of estates? and give some instances.
23. If a feoffment be made "unto and to the use of A and his heirs, to the use of B and his heirs," what use is legalized or executed by the Statute, and why?
24. What was the cause and object of the Statute of Enrolments?
25. What are the advantages of a bargain and sale enrolled?
26. Trace the progress of the power of *alienation by will*, and show how this was affected by the *Norman Conquest*, the *Statute of Uses*, the *Statute of Wills*, the *Statute of Frauds*, and the Statute 1 Vict. cap. 26.
27. In what respects has the last Statute altered the construction of devises?
28. Define and distinguish a *reversion* and *remainder*; and a *vested* and *contingent remainder*, and *executory devise*.
29. How many kinds of contingent remainders are there?
30. Why was the estate which was generally limited to trustees to preserve contingent remainders, itself a *vested* and not a contingent remainder?
31. What are the rules as to the creation of contingent remainders, and what is their origin?
32. What is the so-called *cy pres* doctrine, and to what cases is it confined?
33. What are "powers," as ordinarily inserted in deeds, and to what do they owe their value in modern conveyancing?
34. Are there any instances of powers at *common law*?
35. What formalities are required for the due execution of a power by will?
36. Distinguish tenancies "by sufferance," "at will," "from year to year," and for a *determinate number of years*.
37. What is the difference between the liability of the original lessee, and an assignee of the term, in respect of the ordinary covenants?
38. What is "surrender by operation of law," and on what doctrine is it founded?
39. What are the respective right, of mortgagor and mortgagee, before and after default in payment on the day named for the purpose?
40. What is the extent of the covenants for title given by *vendor*, *mortgagor*, and *trustee*, respectively, and why?

## LAW OF PERSONAL PROPERTY.

MR. LAW.

1. How many kinds of personal property are there?
2. What may be called *purely incorporeal personality*?
3. What is a *chose in action*? By what means is it indirectly alienable?
4. What *choses in action* are *directly* alienable, and how?
5. What is the leading distinction between *real* and *personal* property?
6. What are "fixtures"? What are the rights of the owner of the *land*, with respect to them, in the cases following:
  - a. On the death of owner in fee?
  - b. On the death of tenant for life?
  - c. As between landlord and tenant?
7. How may the full and *complete* property in goods be divided, with reference to their *possession*?
8. What is the nature and extent of the right acquired by "*trover*"?

9. What is a "bailment"? and enumerate its various kinds.
10. What different rights are given by each kind of bailment?
11. What is "lien," and what the extent of right so acquired?
12. What are the different kinds of lien? and explain the nature and limit of each, and how it may be lost.
13. By what different methods may choses in possession be aliened, and what are the requisites of each?
14. How does a gift *inter vivos* differ from a gift *mortis causâ*?
15. What is the difference between a contract for sale of *goods* and a contract for sale of land? Was their effect ever at any time identical?
16. What are the provisions of the Statute of Frauds, section 17, and in what respects was the law thereby altered?
17. What are the meanings of "acceptance" and "actual receipt," respectively, as mentioned in that enactment?
18. Who may be the party's agent for the purpose of *signing*, as there required?
19. What is "stoppage *in transitu*"? and when does this right exist?
20. How does the recovery of judgment and damages in trover affect the right of property in the goods?
21. How may the goods of a debtor be made available for payment of a debt for which judgment has been recovered?
22. What is the leading division of actions of law?
23. What were the limits of the maxim, "*actio personalis moritur cum persona*," and how has its application been still farther narrowed by legislation?
24. What is the rule for ascertaining whether a sum contracted to be paid as "liquidated damages," is to be considered such, or as a *penalty* merely?
25. What are the different kinds of "contracts"?
26. What are the five cases to which the fourth section of the Statute of Frauds applies; and what is the meaning of the word "agreement," there used, and of the word "signed"?
27. What is there meant by "a promise to answer for the debt, &c., of another," and by "an agreement not to be performed within a year"?
28. What is a "bill of exchange"; what a "promissory note"? and explain the terms, "drawer," "acceptor," "maker," and "endorser," and the respective liabilities of those persons.
29. What is an *annuity* properly so called?
30. What would be the course of devolution of an annuity granted
  - a. to A and his heirs;
  - b. to A and the heirs of his body; and,
  - c. to A for ever, respectively?
31. What was the origin of the "Parliamentary stocks" or "funds;" and how has the nature of this kind of property been altered by Statute?
32. Is this kind of property liable to execution on a judgment, and when was it made so?
33. What two classes of joint stock companies are there; and what are their most important differences?
34. Is a contract for the sale of *stock* or *shares* within the seventeenth section of the Statute of Frauds?
35. What is the nature and extent of the property conferred by "patent;" what of that conferred by "copyright."
36. If one of several joint covenantees releases the covenantor, what is the result, and why?
37. On what does it depend whether the benefit of a covenant is *joint* or *several*?
38. What exception in there *at law* to the right of survivorship amongst joint owners?
39. If several persons covenant *jointly* and *severally* with A, to &c., and A releases one of them, what is the result, and why; and by what means may this consequence be avoided?
40. What classes of persons are liable as *partners*?
41. To what extent do the acts of one partner bind the rest, and on what principle?
42. What difference has the Stat. 1 Vict., cap. 26, made in respect to wills of personality?
43. What are the powers and duties of an "executor"?
  - a. What of an administrator?
  - b. What of husband of executrix?
44. What is the effect at law of a testator appointing his debtor one of his executors?
45. What acts may an executor do before probate?
46. Distinguish and explain the nature of "specific," "demonstrative," and "general" legacies.
47. When did a legacy not lapse, notwithstanding the legatee's death in the testator's lifetime? In what case is lapse also prevented by the late Wills Act; and in what way does this provision operate?

## EQUITY.

MR. LAW.

1. What is the nature of the system of equity, as administered in these countries?
2. Under what heads does Smith consider the subject of equity jurisprudence?
3. Define "accident," as remediable in equity, and give some examples.
4. When will equity give relief in respect of the defective execution of powers?
5. In what cases of "mistake" will relief be given?
6. Why is it sometimes easier to have an agreement wholly *set aside* than to have it *corrected*?
7. In what respect does "actual" differ from "constructive fraud"?
8. In what cases of fraud has equity no jurisdiction?
9. Distinguish "express," "implied," and "constructive" trusts?
10. What is the difference between the liability of trustees and executors, respectively, giving joint receipts for money?

11. What is the difference between the remedies afforded at law and in equity, respectively, as against a party refusing to perform his contract?
12. To what cases is the equitable remedy confined?
13. Distinguish "legal" and "equitable assets," both as to the kinds of property comprised in each, and their mode of distribution respectively?
14. When may a *first* mortgagee be postponed to a *second*?
15. Within what periods may suits for *foreclosure* and *redemption*, respectively, be maintained?
16. Who are entitled to redeem?
17. What is the difference between *mortgage* and *pledge* of personality?
18. To what is a surety who pays the debt entitled; and how does this differ from the rule of the civil law?
19. What is "election," and when does it arise?
20. What is "satisfaction?" Distinguish the several cases in which it may arise, and mention the limits of its application in each.

## PRINCIPLES OF JURISPRUDENCE.

MR. HERON.

1. Define a law in the widest sense used in jurisprudence.
2. Enumerate the different species of laws.
3. Define the terms "natural," "international," and "positive laws."
4. What is Sir W. Blackstone's definition of municipal law, and show its error?
5. What should be the fundamental object of the Legislature in enacting law?
6. Show by examples that this object is more regarded in modern than in ancient times.
7. Define the term "property." What are the primary and secondary titles to property?
8. Paley enumerates the chief social advantages of the institution of property?
9. In relation to civil society, what right have paupers to subsistence?
10. Why should the support of the poor not be left to voluntary contributions?
11. Upon what does the efficient working of the laws depend; and what are the principal conditions necessary to accomplish this?
12. State the objections to a community and to an equalization of property?
13. Define the terms, "freedom," and "slavery."
14. Two circumstances concur in diminishing the produce of slave labour.
15. Give the definitions of "justice," according to the institutes of Justinian, and according to Grotius.
16. International law is differently divided by Grotius and Story?
17. Define positive law. Burlamaqui gives three conditions which ought to belong to positive laws?
18. There are two essential characteristics of a private dominion over things.
19. Distinguish between the doctrines of a positive and negative community of things?
20. Define the several functions of the legislative, judicial, and executive departments of government. Which of these is it correct to consider as alone supreme?
21. All rights and offences, as regards individuals, may be divided into four classes?
22. Define procedure. What are the properties to be wished for on the part of an establishment for the administration of justice, and on the part of a judge?
23. Two circumstances concur in causing the necessity for more tribunals than one in a country?
24. What are the advantages of the system of circuits.
25. What are the reasons for establishing one supreme court of appeal in a country?
26. Give Vattel's definition of the law of nations. What is the difference between the terms, "law of nations," and "international law"?
27. What is the great desideratum in international law?
28. What is the ordinary function of government?
29. What are the portions of the civil law of a country which are of most importance to its prosperity; and what are those of the next importance?
30. Define the terms, "contract," and "promise."
31. What rule should be adopted by the Legislature in reference to interference with the making of contracts?

## CIVIL LAW.

MR. HERON.

1. Professor Graves examines the Roman law as a type of the blending of two elements?
2. That part of the Roman law which is derived from the Etruscans possesses a certain element?
3. The Saxon dynasty in England effaced the traces of Roman jurisprudence there, with some exceptions?
4. In whose reign, and by whom, were the Pandects brought to England?
5. Early writers on the laws of England borrowed from the Civil Law?
6. Three principal reasons influenced the exclusion of the Civil Law from England?
7. From whom did the historical cultivation of the Civil Law receive its first great impulse in modern times?
8. The authorities from which the materials of the Roman law are taken are twofold?

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9. The Roman legislative enactments and legal works are known to us from few sources?
10. Niebuhr thinks that the laws of the kings are not, as we have them now, earlier than the restoration of the city after the invasion of the Gauls?
11. After the establishment of the consular constitution, three principal causes rendered the Plebs anxious to obtain a body of revised and written laws?
12. In what year, and by whom, was the first attempt made to restrain the consular power?
13. Cicero mentions a particular law as a novel hardship passed by the last of the Twelve Tables?
14. Explain the term "partis secanto." Dr. Taylor and Dr. Arnold differ as to its meaning?
15. Supposing Dr. Arnold's explanation to be correct, this extreme cruelty may have arisen from a similar cause to that which gave origin to the "peine forte et dure"?
16. What was the *jus honorarium*?
17. The method of Gaius is based upon a threefold division of law?
18. State in their order the subjects of which the Institutes treat.
19. When did the Institutes receive the Imperial sanction?
20. What is the first printed edition of the Institutes?

## LAW SCHOLARSHIP OF THE FIRST YEAR.

### LAW OF REAL PROPERTY.

#### MR. LAW.

1. Mention the different classifications under which all property may be considered, and the principles of such division respectively?
2. To what class, considering property as divided into real or personal, do the following belong respectively:
  - (a) Shares in railways and canals?
  - (b) £3 per cent. consols, &c.?
  - (c) Peerage or title of honor?
  - (d) Lease for years?—And why?
3. What are the different kinds of "estates of freehold"?
4. What was "general occupancy," and to what class of property was it confined?
5. Who are "special occupants"?
6. Explain "waste," and mention its kind, and their remedies.
7. Define an "estate tail," and explain its origin.
8. Trace historically the power of alienating a feud; and show why the heir's right of succession was sooner and more easily invaded than the lord's right of reversion.
9. Explain fines and recoveries as modes of barring estates tail, distinguishing the operation of each; and mention the methods now available since the abolition of fines and recoveries.
10. What were the provisions of the statute of Quia Emptores?
11. Trace historically the progressive liability of fee-simple estates to the payment of the owner's debts.
12. To what debts are estates tail subject?
13. What are the chief rules which now regulate the "descent" of fee-simple estates? and point out the differences between these and the former canons.
14. Enumerate and distinguish the four different kinds of joint ownership which may exist in lands.
15. Define and distinguish "estate" and "seisin," respectively.
16. Define "deed," and explain its "delivery as an escrow"?
17. What is a "feoffment;" what "livery of seisin"?
18. What is a "grant," and to what classes of real property were it and a feoffment, respectively, properly applicable?
19. What did the Statute of Uses enact? and explain its objects.
20. Were those objects thus attained? Why?
21. In what form have the old uses still survived, and how?
22. In what respects do the "trusts" of modern times differ from "uses" or "trusts" before the Statute?
23. Has the Statute of Frauds made any difference in the mode by which *trust estates* may be created and transferred? and mention precisely what the Statute requires.
24. To what extent were trust estates affected by judgments before and after the Statute of Frauds? What alteration in this respect has been effected by the legislation of the present reign?
25. Explain the mode of conveyance by "lease and release."
26. How did the Statute of Uses facilitate this process?
27. Why was it necessary that the lease for a year should be in writing?
28. When was its actual existence dispensed with in Ireland? and in what way was this done?
29. Describe the form of an ordinary modern purchase deed, and mention its parts consecutively?
30. What formalities were prescribed for the making a valid will of land by the *Statute of Wills*, of *Frauds*, and 1 *Vict. c. 26*, respectively?
31. How may a will be revoked, and in what respect is this different from the law as existing before the late Wills Acts?
32. What difference has the late Act made in the operation of a general devise of land?
33. What is "lapse"? and in what cases is it prevented by the recent Statute?



34. How does a "reversion" differ from a "remainder"?
35. What difference was there between a reversion expectant in a lease for years, and one expectant on a lease for lives, as to the modes of transferring them?
36. What is the right of "distress"?
37. How was the right of *rent service* often lost by dealing with the reversion; and how has this been remedied?
38. What is the "rule in Shelley's case"? and explain its origin.
39. Define a *contingent*, as distinguished from a *vested remainder*.
40. Did the common law allow contingent remainders to be transferred by the ordinary mode of conveyance? How were they transferable, and how may they be now transferred?
41. Could they be devised or released formerly?
42. How were they often destroyed? What means were adopted to prevent it; and how is this now unnecessary?
43. How do *executory interests* differ from *contingent remainders*?
44. Within what period must the former be limited to arise?
45. What is an "interesse termini"?
46. What covenants run with the land?
47. What are the relative rights of a landlord and the assignees of his bankrupt or insolvent lessee?
48. What are the rights of husband and wife respectively in the wife's term of years?
49. What is a mortgage? and distinguish its effects at law and in equity.
50. What are the rights of the mortgagee to rent reserved on leases made by the mortgagor before and after the mortgage respectively?
51. What is "foreclosure of the equity of redemption"? and how does the practice here differ from that in England?
52. What is an equitable mortgage by deposit of title deeds? What is essential to its validity?
53. What is a "vendor's lien"? and how is it discharged?
54. On the mortgagor's death, out of what fund is the mortgage debt payable?
55. What is "tacking;" and why does this right rarely exist in Ireland?
56. For what length of time is a purchaser entitled to have the vendor's title deduced?
57. What are the provisions of the Statute of Limitations (3 & 4 Will. IV. c. 27), with respect to estates in land and charges thereupon respectively?

## HISTORY OF JURISPRUDENCE.

MR. HERON.

1. Lord Bacon censures the manner in which previous writers have written of the laws?
2. He characterizes briefly the writings of ancient philosophers?
3. Who were the principal Greek jurists, and what are the names of their works?
4. Name the age in which Roman jurisprudence most flourished, the reigning emperor, and the most distinguished lawyers.
5. Name the principal lawyers at the head of the commissions that arranged the compilations of Justinian.
6. The *Corpus Juris Civilis* consisted of four distinct compilations?
7. When the study of the civil law declined, in consequence of the invasion of the northern barbarians, two other great systems arose?
8. When did the feudal law acquire a systematic form?
9. The history of jurisprudence is divisible into two great periods?
10. Who were the principal civilians of the Italian school?
11. When did the canon law obtain its principal influence?
12. State the founders and principal civilians of the French, Dutch, and German schools.
13. One system of law has arisen entirely in modern times?
14. State the principal writers on international law, the ages and countries in which they flourished, and the names of their works.
15. In modern political philosophy, what celebrated writers appear in France and England, and what are the names of their works?
16. At the close of the last century two distinguished political writers appear in Italy?
17. What immediate result did the publication of Beccaria's essay produce?

## SELECTIONS FROM QUESTIONS GIVEN AT THE PRIZE EXAMINATION IN MINERALOGY AND GEOLOGY.

MR. WILLIAM KING.

1. Mineral or Rock-masses are divisible into Aqueous and Igneous formations: write down a few examples of both kinds.
2. Refer to the most recent igneous formations of Ireland.
3. Refer to the most recent aqueous deposits (those in process of formation) of the County Galway.
4. Name some metamorphic rocks, and account for their present condition.
5. Distinguish Greenstone, Syenite, and Granite by their mineralogical constituents.
6. Fossiliferous rocks are divisible into four great groups or *classes*: viz., primary, secondary, tertiary, and quaternary; and these are further divided into *systems*: write down the systems of each class, and also their subdivisions or *formations*.
7. What is stratification?



8. Give sections illustrating Dip, Fault, Conformable and Unconformable stratification, Synclinal and Anticlinal axes, and Cleavage or jointed structure.

9. Make a section from the Cheviots to London, giving all the formations occurring on the line.

10. What are the means employed by Geologists in identifying formations? and give an instance illustrating the value of some of the means.

11. Prove by a section that the Alps underwent an upheaval at the close of the tertiary period.

12. Prove by a section that the Pennine chain of England was elevated previously to the deposition of the Trias rocks.

13. State the generally received views as to the origin of the Drift.

14. State under what circumstances the agricultural character of the drift ought, and ought not, to be determined by a reference to the subordinate rock.

15. How can we account for the absence of secondary and tertiary rocks, in the county of Galway, supposing that no denudation of these rocks have taken place, and leaving out of view the drift?

16. Prove that crystals of the dimetric system are physically inconvertible into those of the monometric system, for example, a square prism into a cube.

17. In what respects do calc, spar, and quartz differ from one another; and in what do they agree?

18. Name a few dimorphous minerals; and state the different crystalline systems under which certain of them occur.

19. Prove that a certain mineral occurring in this locality, and taken for copper ore, is not this substance.

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FOR H. M. STATIONERY OFFICE.

PRINTED BY G. AND J. GRIERSON, HER MAJESTY'S PRINTERS.

DUBLIN—1851.