

## EXAMINATION PAPERS.

### SYSTEMATIC THEOLOGY.—JANUARY 22, 1883.

1. Explain what is meant by spirituality, as affirmed of the divine nature.
2. Prove that God is infinite, (1) in being—relatively to space, time and causation; (2) in intelligence and in power.
3. Can holiness be resolved into love? Explain and criticise the theory of Edwards.
4. Shew that God is holy, in himself, and in relation to his creatures.
5. Illustrate the love of God by reference to 1 John iv. 7-16.
6. In what respect is there an advance discernible in the representation of the Divine character, as we pass from the Old Testament to the New?
7. Trace the progress of revelation respecting the Trinity in the Old Testament.
8. What light is thrown on the doctrine of the Trinity by (1) the life and ministry of Christ, and (2) the writings of His Apostles?
9. Distinguish the three spheres in which we may contemplate the Trinity, as manifested in the actions or parts assigned to the several Persons.
10. Describe the theories of the Trinity, modal and dynamical, propounded by some writers in the early Christian centuries.
11. Describe the relations of the Persons in the Trinity to the essence and to one another, according to the Nicene doctrine.
12. Discuss the question whether the communication or derivation expressed by the words generation and procession should be conceived of as a completed act or a continuous process.

### SYSTEMATIC THEOLOGY.—APRIL 16, 1883.

1. State and prove the doctrine of Predestination, in the widest sense of the word.
2. How is the divine efficiency exercised in relation to sinful acts?
3. Describe and discuss the several modes of disposing of the alleged conflict between Geology and Genesis.
4. How are the ends of the Divine Government secured in Providence?
5. Explain the mutual relation of the several elements of human sinfulness.
6. Discuss the controversy between Creationism and Traducianism.

### HEBREW. JUNIOR CLASS.—JANUARY 24, 1883.

1. (a) Classify the Hebrew letters with respect to the organs by which they are pronounced, naming the letters which belong to each division.  
(b) Classify the Hebrew letters with respect to the function they perform in the constitution of words.
2. Classify the vowels. State the objection to the division into *Long* and *Short*.
3. What purposes did the accents serve?
4. Explain the terms *K'ri* and *K'thikh*. What value is to be attached to the *K'ri*?
5. (a) In Hebrew, what is the relative position of noun and its qualifying words, adjective and demonstrative pronoun?  
(b) When the adjective or demonstrative pronoun becomes a predicate, where is its position with reference to the noun?
6. (a) Translate Gen. xix. 13; Exodus xx. 4; and Leviticus xxvi. 22.  
(b) Analyze *ghādh'lā*, *māshh'hithim*, *v'shikk'lā*, *h'shlāhhti*, *lā'ārētz m'ttāhhāth*.
7. Translate into Hebrew:—
  - (a) *I have the silver and the gold.*
  - (b) *Between me and Israel it is a sign forever.*
  - (c) *Is there yet to you a brother?*