

4. Examine a cross-section of the stem with a hand lens, and indicate by a drawing and description the different structures recognizable.

5. Describe Chlorophyll. State where it is found, and account for the varied tints of leaves in autumn.

6. What characters do Dicotyledons possess in common? State in what particulars there is divergence and give examples.

7. Describe the different kinds of food material stored up within seeds for the use of the contained embryos.

8. What constitutes the fruit of a plant? Describe and give the technical terms for the fruits in the butternut, elm, basswood, and horse chestnut. Distinguish the fruits of the butter-cup, marsh-marigold and pea.

9. Discuss the function of the coloured parts of the flower, and explain how the same end is attained by apetalous flowers.

LATIN GRAMMAR AND COMPOSITION.

Examiners: { M. J. Kelly, M.D., LL.B.
J. E. Hodgson, M.A.

NOTE.—Not more than eight questions to be attempted, of which the 4th, 5th, 7th, 8th, and 10th must be five.

1. Decline, in sing.: *Æneas, Cybele, deus, respublica, filius, pelagus, iurjurandum*; in plur.: *dea, Atrides, faber, sestertius*.

2. Give the gender, meaning, and gen. sing. of *secur, plebs, femur, sidus, mas, tus*.

3. Give the fem. forms of *equus, asinus, leo*.

4. Distinguish: *castrum, castra; avis, avis; res, reus; gener, genus, genu; mores morae; fœminis, fœminis; decbris, decbris; clavis, clava, clavus*.

5. Translate: (1) O terque quaterque beatus! (2) Martiis caelebs quid agam

Kalendis? (3) Par nobile fratrum. (4) Unus et alter adest. Put into Latin: (1) Half as large again; (2) We have three horses each; (3) He was made dictator for three months.

6. Distinguish between the meanings of *is, ille, and iste*. What older form is there of *ille*? What is its adverb, meaning "at that time"? What other meanings has this adverb?

7. Give in pres. inf. act. the frequentatives of *dico, rogo, minor*; the desideratives of *edo, pario, scato*; and the force of the prefixes in *reitero, religo, invideo, ambio, amitto, secerno*.

8. What constructions follow *dignus, impleo, carco, potior, ego*? Distinguish *sic* and *am, num* and *nonne, non numquam* and *non unquam*.

9. Re-write in *oratio obliqua* (depending on *respondi*)—*Hæc nequeo facere; namque ea, quæ rogavisti, monitus sum ne faciam*; and give the rules for the moods therein.

10. Translate into Latin: All Gaul was divided into three parts, one of which the Belgæ inhabited, another the Aquitani, and the third a people who, in their own tongue, were called Celts, in ours, Gauls. All these differed from one another in languages, customs and laws. The river Garumna separated the Galli from the Aquitani, the Matrona and Sequana divided them from the Belgæ. Of all these the Belgæ were the bravest, because they were farthest from the civilization and intellectual refinement of the Province, and merchants resorted to them less frequently and bore with them those things which tend to enervate the mind, and because they were nearest to the Germans who lived beyond the Rhine, and with whom they were continually at war.

CONTEMPORARY LITERATURE.

A NEW edition of the *Academic Dictionary* has just been issued by the J. B. Lippincott Company.

The Overland Monthly for October publishes an interesting article on "Fog and Fog Signals."

Science now contains five departments, exclusive of Book Reviews, Notes, Letters, etc. These are (1) Editorial, (2) Scientific News, (3) Health Matters, (4) Electrical Science, (5) Mental Science. All are carefully edited and contain things of importance to the student of science.