

BACHELOR OF ARTS.

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Aeneid, or, the Bneolies.

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Historians taken up for

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Queen Anne; or
the Congress of Vienna.

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Course.*

stem of Examinations
of the University.

In all examinations, the candidate is required to answer at least one-third of the questions proposed. The examinations are conducted both on paper and *visd voce*.

The Examiners are appointed from year to year by the Convocation of the University. They are for the current year the Professors of the University and the Rev. Canon Gilson, M. A.

VI. DAILY ROUTINE.

The work of the day always commences and ends with prayer.*

The Students take all their meals together in the *College Hall*, to which they are allowed to introduce friends if they desire.

The morning is devoted to Lectures, the Professors meeting their classes in rotation between the hours of nine and one. The lectures are so ordered that all the Professors are engaged at the same time with their various classes. The lectures are arranged at the beginning of each Term by the Professors, and their arrangement submitted for approval to the College Council, and published by its authority.

It may be well to state in explanation of the term "Lecture," that the nature of the instruction given is rather Tutorial than Professorial: that is, it is accompanied with constant questioning and followed by periodical examinations. It is found by experience that this plan is far more efficacious than the other well known "Lecture" system which prevails in many of the Universities of Continental Europe, and in some of those in America. While a few advanced and aspiring pupils may profit by a mere "Lecture," it may well be doubted whether the generality can obtain by it any thorough and lasting knowledge of the subjects thus treated.

The afternoon and evening are left to the Students to apply, at their discretion, to the preparation of their work for the following day, and for necessary exercise and recreation.

* Objection having been sometimes made against this College that it is exclusive and "denominational," it may not be out of place to say a few words here on this subject. The best answer perhaps to make to the objection is to point to the experience of our neighbours in the South. The experiment has frequently been made among them of Institutions of various kinds established on "union" principles; but, as a rule, they are never found to answer. The subject of Religion cannot be violently divorced from Education; and no one Institution can successfully teach