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REPORT

OF THE

MONTREAL

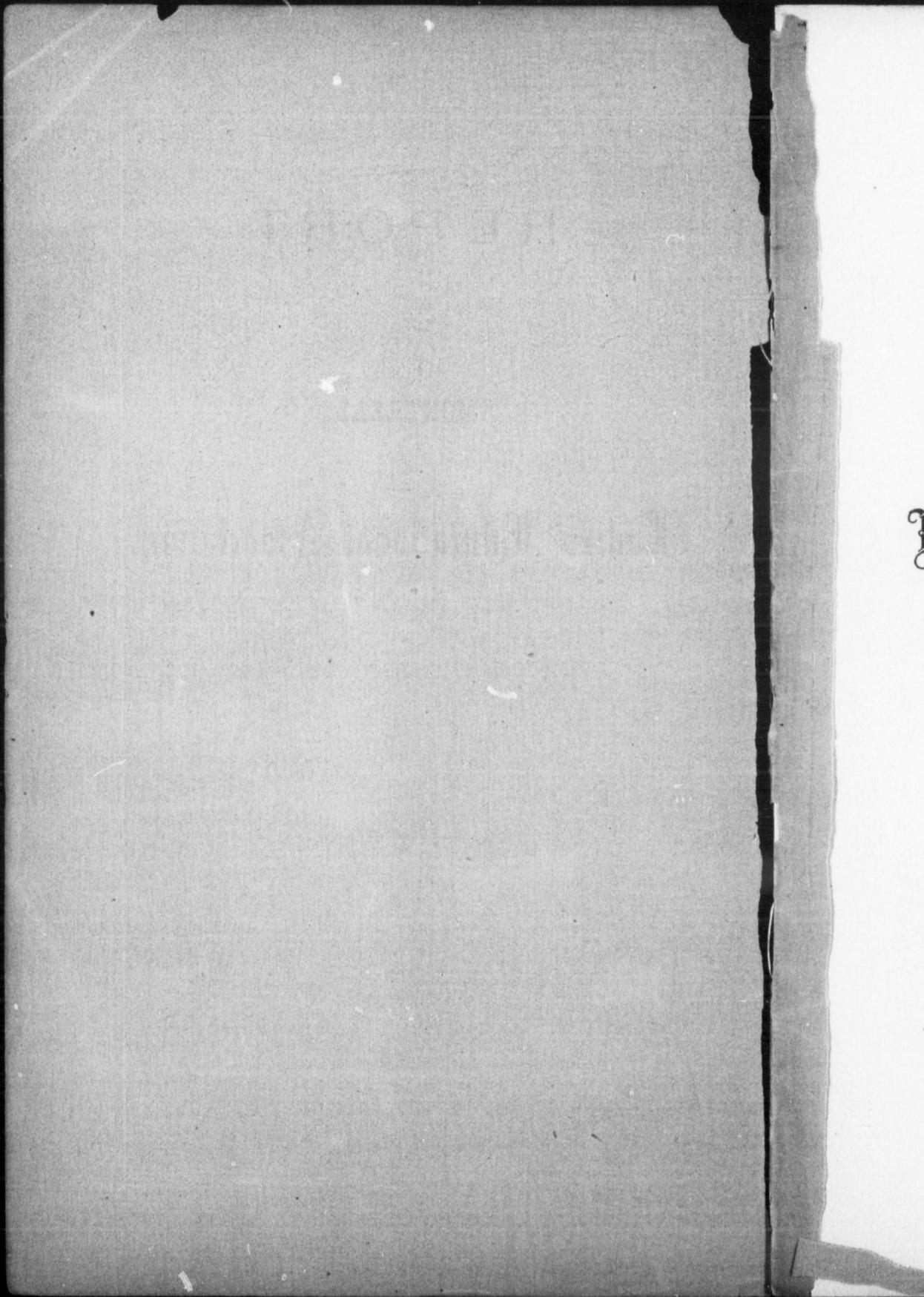
Ladies' Educational Association,

FIFTH SESSION—1875-76.

MONTREAL :

GAZETTE PRINTING HOUSE, CORNER ST. FRANCOIS-XAVIER AND CRAIG STREETS.

1876.



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1876.

REPORT

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Communications should be addressed to

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15 St. Edward Street.

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REPORT

OF THE

Montreal Ladies' Educational Association.

FIFTH SESSION—1875-76.

The preparation of the Report of the Fifth Session of the "Ladies' Educational Association" is a pleasing duty, as we can again record its success, and in confirmation of this have much gratification in submitting the Reports of the different Lecturers on the Examinations of their classes.

The Session opened by an Inaugural Lecture from Principal DAWSON, who added to the many obligations of the Association by giving it a very high standard for its aim, in his "Ideal of the Education of Woman," and many valuable hints as to the manner in which this standard is to be attained. To him the thanks of the Association are gratefully tendered for his ever ready advice and assistance at all times.

In the first part of the Session Dr. KELLEY gave a continuation of the course on English Literature; in the beginning, a brief *resume* of the ground gone over in the previous year, taking up the connecting links with more Modern Literature. The great eras were specially dwelt upon. Essays were given in, of which the average standard is pronounced higher than that of the former year. Dr. KELLEY, in his letter which is appended, regrets that the number of ladies who came up for the Examination was not larger.

MONTREAL, Dec. 22nd, 1875.

*To the Honorary Secretary of the
Ladies' Educational Association:*

DEAR MADAM,—I have the honor to submit the following report of the Lectures which I delivered during the term just closed, before the Ladies' Educational Association.

The Course was a continuation of the one delivered during the previous Session. Of the twenty Lectures, eighteen were devoted to the consideration of English Literature since the Restoration; the remaining ones, to the Literature of the Anglo-Saxons, in order to fully complete the Course on the Origin and Development of English Literature. The attendance throughout the Course was large and regular; the order and attention, everything that could be desired. Twenty-four of the ladies enrolled themselves as students, but of these only about one-half wrote the essays and exercises prescribed. The essays, though fewer in number, were on the whole even better than last year.

From the attendance and the general interest manifested in the subject, I was led to hope that a large number would present themselves for Examination. In this I was disappointed. Only ten appeared. Of these, eight were placed in the First Class; one in the Second Class—the standard for the former being three-fourths of the maximum, and for the latter one-half of the maximum. The knowledge of the subject evinced, and the method of treatment pursued, in the Exercises and Examination Papers, were to me most gratifying. It affords great pleasure to know that, while few attempted the final Examination, a large proportion of the auditors took careful notes, and pursued extensive courses of reading in connection with the Lectures.

I have the honor to be, Madam,

Very respectfully yours,

FRED. W. KELLEY.

On the Monday of each week Dr. OSLER delivered a Course of ten Lectures on Biology, taking the "Structure and Habits of the Lower Orders of Life," that could only be demonstrated with the aid of the Microscope. Dr. OSLER had a number of beautifully prepared specimens to illustrate the subjects of each Lecture, which were to be seen for the half hour preceding it, and seemed to excite great interest and attention. Dr. OSLER'S Report, given below, is most gratifying:—

*To the Honorary Secretary of the
Ladies' Educational Association :*

DEAR MADAM,—I have the honor to present you the Reports of the Examinations in the Class of Biology.

Considering the nature of the subject, and the lack of a suitable text-book, I cannot but think the results very gratifying.

The attendance throughout was exceedingly good, and the great interest displayed, both in the Lectures and Demonstrations, is evidenced by the excellence of the Papers given in.

Of the twelve candidates who presented themselves for Examination, ten obtained over 50 per cent.

Four are in the First Class, having obtained over 75 per cent.; and of these, special mention must be made of No. 10, who, out of a total of 500 marks, obtained 452.

Six are in the Second Class; and of these, Nos. 26 and 2 lack only a few marks of the First Class.

I have the honor to remain, Madam,

Your obedient servant,

WM. OSLER.

The Lectures were resumed after the holidays. On January 10th the Rev. Principal MACVICAR commenced a Course of twenty Lectures on Applied Logic. The attendance at this Course was excellent, and the interest kept up by very happy illustrations, which gave even

mere listeners many valuable and important lessons on reasoning, detection of fallacies, and practical hints as to the application of the laws of Logic in daily life. Dr. MACVICAR testifies in a flattering manner to the excellence of the Papers, and his Report, here given, is very creditable to the Association:—

*To the Honorary Secretary of the
Ladies' Educational Association :*

MADAM,—It gives me great pleasure to report that the attendance at the Course of twenty Lectures on Applied Logic, which I had the honor to deliver this Session, was large and regular, and the attention and diligence of the students all that could be desired.

The Lectures commenced on the 10th of January, and closed on the 20th of March.

The eminent success of the students who presented themselves for Examination is shown by the Report hereto appended. Of the ten who gave in Papers, seven are in the First Class, two in the Second, and one in the Third. The standards were as follows:—For the First Class, three-fourths of the maximum; Second Class, one-half; and Third Class, one-third.

The student who stands at the head of the list gained the maximum, while the rest in the First Class fell but very little below it. I insert in the Report the figures indicating the marks gained by each, that you may see precisely the admirable standing gained by all. Taken as a whole, I have seldom read such satisfactory Papers; and my only regret is that all the members of the Class did not come up for Examination.

I have the honor to be, Madam,

Your obedient servant,

D. H. MACVICAR.

Presbyterian College, April 8th, 1876.

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Professor ARMSTRONG'S Course of ten Lectures on "Architecture, Historical and Descriptive," was well attended, although only four students went up for Examination. The most important architectural details, and the gradual development of the different orders, were illustrated by large diagrams, by engravings, and photographs of buildings generally accepted as types of the various styles, or specially worthy of notice for beauty of form and design.

MONTREAL, 31st March, 1876.

To the Secretary of the

Ladies' Educational Association :

MADAM, — I beg to enclose you the results of the recent Examination in Architecture, and to say that, of the four ladies that presented themselves, three have been placed in the First, and one in the Second Class.

The Paper set contained twenty questions, fifteen of which, only, were required to obtain full marks, and they were framed so as to preclude, as far as possible, the success of superficial and by-rote knowledge. Notwithstanding this, however, I have been much pleased with the grasp of the subject displayed in the answers of the candidates generally; while those of one of them, No. 10 (Miss Julia Parker,) entitle her to high commendation.

The only fact, therefore, in connection with the Examination, that I have to deplore, is the exceedingly small number of ladies who presented themselves; and this is the more to be regretted since I am persuaded that a very considerable number would have qualified for Certificates had they done so.

As regards the Lectures themselves, I have to report that they were well attended, and that the interest evinced in them was much greater than I had ventured to anticipate, in view of the novel and seemingly out-of-the-way character of the branch of knowledge with which they dealt.

The subject, as announced in the Prospectus, was treated mainly from the Historical standpoint, and the

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ACVICAR.

Lectures were distributed thus:—The Introductory was taken up with a statement of the claims that the study of Architecture possesses to be regarded as an important element of a liberal education; two were devoted to a sketch of the Ethnographical bearings of the subject, involving an account of the salient peculiarities of the four great building races of mankind; two to a brief survey of the origin and sequence of the styles generally, together with a review of the different theories upon which they were based; two to a systematic and detailed account of the Architecture of Egypt; two to that of Greece; and one to that of Rome.

It was not possible that so vast a field of enquiry as the Historical study of Universal Architecture presents could be more than partially dealt with in the time at our disposal. Nevertheless, I venture to hope that what it has been possible to accomplish may have afforded a general insight into the nature and drift of the subject, and that the system of treatment followed in the later Lectures may serve as a guide to the manner in which a more extended acquaintance with it may be most profitably sought, by those that may desire to pursue it further.

I have the honor to be, Madam,

Yours faithfully,

G. F. ARMSTRONG.

The Association is enabled to offer, through the liberality of the McGill University, Prizes for competition, under the following conditions:—

Recommendation for the Disposal of the "Hannah Willard Lyman Memorial Fund."

1. The income to be divided into two equal Prizes, to be given to the regular students who, having passed creditably in the subjects of Examination before Christmas, shall take the highest marks in the *First Class*, in the *Written Examinations*, in one of the subjects at the end of the Session.
2. The Lecturers to be Examiners, and the answers of the successful candidates to be transmitted to the Corporation of the University, with the Reports of the Examiners.
3. The Prizes to be given in books, properly inscribed.

Amendment, December 16th, 1874.—Owing to the number of Lectures being reduced from 80 to 60, the following Resolution was passed :—

“In view of the final Courses of Lectures during this Session being of unequal length, while the Prizes are equal, it is decided that any candidate for the Prize in the shorter Course shall also pass creditably in the Examination in the longer Course, as well as in both the subjects before Christmas.”

In April, 1875, the Corporation of McGill University passed the further regulation :—

“Any student having taken one of the Prizes may compete in a subsequent Session, but not in the same subject in which the previous Prize was taken; and in no case shall more than two Prizes be awarded to the same student.”

The above came into force in the Examinations of the past Session.

The total number of students during the year is 30, of whom 17 passed Examinations in one or more subjects. Six young ladies fulfilled the necessary conditions as candidates for the Hannah W. Lyman Prizes, which have been awarded to Miss Julia Parker, who passed first in Biology, Architecture and Applied Logic—having obtained the maximum number of marks in the latter Examination.

Before passing from the subject of the examinations, we must unite in the regret expressed by all the Professors, that more students do not submit to the valuable test of an examination. A large proportion of the auditors take notes, but have apparently not the courage to risk passing an examination when not quite certain of a first class certificate. If this fear prevailed in Colleges, the number of graduates would be very small. In our Association the 1st class certificates are the rule, 3d, or even 2d class, the exception—(e. g. for 1875-6, 22 1st, 10 2nd and 3 3rd)—which is reversing the usual order of things, and shows that our students are too ambitious, and do not give proper weight and value to a good second class, or even a pass

certificate. Nothing would give the Lecturers and the supporters of the Association more encouragement than to see a larger number of students enrolled and the examinations steadily attended.

The financial position of the Association is still an uncertain one. In many respects it has done well in even clearing expenses, considering the general depression of the past year. Yet we would wish to see it on a more solid basis. The receipts for the Session have been: From members' subscriptions, \$1,488; from students' tickets, interest, &c., \$211.49; the expenditure, \$1,754.41, leaving a *very* small balance in hand. The engagements for the coming Session have been entered into with the hope that our members have the interests of the Association sufficiently at heart to continue to support it, and that they will give in their names without further solicitation. Also, that each member will endeavor to increase the list, by urging the claims of the Association on all those interested in the progress of Higher Education.

The Committee, in arranging the programme for the session of 1876-7, have acted on the suggestions of the last year, and endeavoured to connect the course advantageously with the lectures of former Sessions.

Dr. DAWSON has most kindly consented to comply with the often expressed wish of the Association, and give a Course of Ten Lectures on "Structural and Systematic Botany," in the first part of the Session. The Rev. Professor CAMPBELL will at the same time give twenty Lectures on "The History and Literature of Ancient Nations." After Christmas a Course of Twenty Lectures will be delivered by Dr. JOHNSON on Electricity and Magnetism. These Lectures will be Experimental, and by permission of the McGill University will be illustrated with the excellent apparatus which it possesses. The Ten Lecture Course

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of the second part of the Session will be given by the Rev. Principal Lobley, on Grecian History from 477 to 404 B. C., being the period of the Ascendency of Athens, and of many of the greatest Greek writers.

In framing the course of study special care has been taken in the choice of subjects, in the hope of inducing schools to avail themselves of the great advantages offered to their senior pupils.

The Committee beg to suggest for the Programme of 1877-78, Zoology or Physiology, Moral Philosophy, or some Historical period, as subjects which would follow with profit on former studies. They wish also to express their great desire that it may be found possible to introduce an "Illustrative Art" Course into the Programme for another year.

The Association has to record with regret the resignation of their second President, Mrs. JOHN HENRY MOLSON. In tendering their thanks for her services, she was unanimously voted an Honorary Membership of the Committee. Mrs. REDPATH was elected President pro. tem. by the General Committee convened specially to receive the resignation of Mrs. MOLSON, and re-elect a President until the Annual Meeting.

The present arrangements as to number of Lectures, &c., having been approved of, will remain unaltered. The Synod Hall has again been secured, the Association having found its comfortable arrangements and central position advantageous.

It is desirable to call the attention of members to the fact that it is in their power to confer solid benefit in the bestowal of their students' tickets, when not required for their own families and friends. Spare tickets, if sent to the Secretary or Assistant Secretary, can always be given to students, who appreciate the gift as a great boon.

To our gratification, we are enabled to close the year's report with the statement of an increased members' list, and by the assurance of the warm interest shown in and steady attendance at the Lectures. As during the previous year, from 150 to 200 have generally been present. The subjects have been full of interest and profit to auditors as well as students, and a keen appreciation of their merits has certainly been evinced. The examination questions have been appended to the report, and will give, with the letters of the Professors, ample proof of the educational and intellectual character the Association aims at. Their efforts have been ably seconded by the gentlemen attached to the Colleges, who have given their valuable time, already so heavily taxed, to further the interests of the Association. From their standing as specialists, the Association must deem itself highly favoured. Every pains has been taken to preserve the educational character of study, and to connect the subjects chosen with the work of former years. So few students attend for more than one or two years, that frequently those for whom a progressive course has been planned, do not avail themselves of it in full. We therefore must consider the interests of the auditors, and trust that in time such ground will have been gained that students will enter for a three years' course, that a greater number of subjects can be taken, and the Institution no longer depend only on the subscribers' list, but become self supporting, perhaps even the College so long hoped for. In the meanwhile the Association is endeavouring to raise the Standard of Education, and trusts that the work of the last five years is not without fruit.

JANE REDPATH,
Pres. pro tem.

MARY A. N. MERCER,
Hon. Sec.

the year's members' list, shown in and the previous present. and profit to appreciation of examination t, and will proof of the appreciation aims the gentle-given their further the standing as highly fa- reserve the he subjects v students frequently planned, do before must ast that in at students er number no longer come self hoped for. ng to raise work of the

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RCKER,
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The Montreal Ladies' Educational Association.—Financial Statement SESSION 1875-76.

	Dr.	Cr.
1876. May 10th. To payment for Lectures	\$1,200 00	
“ “ To rent of Synod Hall, with attendance	200 00	\$73 52
“ “ To Stationery, Printing, Advertising and Postage	122 31	1,488 00
“ “ To Salary of Assistant Secretary	225 00	171 00
“ “ To Incidental expenses	7 10	2 49
“ “ Balance—Cash in Molson's Bank	18 60	
	\$1,773 01	
		\$1,773 01

The vouchers of disbursements have been checked, and the account has been found correct.
10th May, 1876.

F. WOLFERSTAN THOMAS.

RESULT OF EXAMINATIONS.

Certificates obtained during the Session of 1875-6.

The Roman Figures show the Rank of Certificates.

Student's No.	Biology.	English Literature.	Architecture.	Applied Logic.
1.....				
2.....	II.	I.	I.	I.
3.....	I.	I.		
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5.....				
6.....				I.
7.....		II.		
8.....				
9.....	II.	I.		II.
10.....	I.	I.	I.	I.
11.....	II.	I.		I.
12.....				
13.....	III.	I.		
14.....	II.			
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LADIES' EDUCATIONAL ASSOCIATION, MONTREAL.

LOWER FORMS OF LIFE.

MONDAY, DECEMBER 13, 1875:—2 TO 5 P. M.

Examiner..... Wm. OSLER, M.D.

PROTOPHYTES.

I.—Describe the vegetable cell, its constituents and characteristics. How do cells multiply, and in what way are they nourished?

II.—State some facts relating to Bacteria?

III.—Indicate briefly the structural features in the following groups:—Desmidiaceæ, Confervaceæ, Oscillatoriaceæ and Nostochaceæ.

IV.—Give the structure and general characteristics of the Diatomaceæ.

V.—Sketch the life-history of the common mould—Penicillium. In what respects do the vital processes of the Fungi differ from those of other plants?

PROTOZOA.

VI.—State the structural peculiarities of the Amœba and Actinophrys. How does the former differ from the Arcella and Difflugia, and these latter from each other?

VII.—Indicate the leading characteristics of the Foraminifera. In what respect do they differ from the Polycystina?

VIII.—Describe the structure of a Sponge. Give a classification of this group, based on the nature of the skeleton.

IX.—State some of the general characteristics of the Infusoria, and describe the structure of a typical member of the group, such as the Vorticella or Paramecium.

X.—Describe the process of multiplication and development in the Infusoria.

MONTREAL LADIES' EDUCATIONAL ASSOCIATION.
ENGLISH LITERATURE.

THURSDAY, DECEMBER 16TH, 1875 :—2 TO 5 P. M.

Examiner..... F. W. KELLEY, M.A., PH.D.

I.—What are the chief characteristics of the Literature (a) of the Restoration Period, (b) of the Revolution Period?

II.—Take any one of our great writers and show how his works illustrate the history of the time.

III.—Name the leading writers in the reign of Queen Anne, and show their respective influence in English Literature.

IV.—Sketch the plan of the "Spectator," and give a summary of one of the *Sir Roger de Coverley* papers.

V.—Of each of the following works say when, by whom, and for what purpose it was written:—The Hind and Panther; Gulliver's Travels; Pamela; Maud; Letters of Junius.

VI.—Sketch fully the plan of Gibbon's "Decline and Fall of the Roman Empire." Compare the style of Gibbon with one of the great historians of the present day.

VII.—Reproduce, as nearly as you can, Goldsmith's description of the *Village Preacher*, or, Characterize the leading members of the *Primrose family*.

VIII.—Give the main characteristics of two of the following authors, illustrating them, as much as possible, by quotations from their works:—Cowper, Burns, Scott, Byron, Wordsworth, Campbell.

IX.—Write a short critical description of Longfellow's *Evangeline*.

X.—Name the authors of the following lines, and state where they occur:—

And still they gazed and still the wonder grew
That one small head could carry all he knew.

An honest man's the noblest work of God.

Stiff in opinion, always in the wrong,
Was ev'rything by starts and nothing long.

Honour and shame from no condition rise:
Act well your part—there all the honour lies.

But pleasures are like poppies spread,
You seize the flower, its bloom is shed.

Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels.

LADIES

Examiner

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XX.—E ing, shaft, p,

NOTE.—Ar

diagrams.

LADIES' EDUCATIONAL ASSOCIATION, MONTREAL.

EXAMINATION IN ARCHITECTURE.

MONDAY, MARCH 27TH:—2 to 5 P. M.

Examiner..... G. F. ARMSTRONG, M.A.

I.—Define Architecture, and point out how your definition connects itself with two inherent principles of human nature.

II.—Treated historically, state the claims of Architecture to be considered an important element of a liberal education.

III.—Compare the art characteristics of the Celtic and Aryan races.

IV.—Point out the bearing of the study of structure and ornament upon ethnographical enquiry.

V.—How are tomb and temple-building tests of race affinity?

VI.—Explain the meaning of the terms *style* and *order*, as applied to Architecture.

VII.—Sketch the derivation of the European styles.

VIII.—Point out clearly the parts played by the Arab and the Lombard respectively, in the formation of the Post-Roman styles.

IX.—What properties, as regards (a) Construction and (b) Decoration, enable us to determine the value of a building as an architectural work?

X.—Divide the sources of ornament in "noble" and "ignoble;" and state generally the considerations that may be trusted to guide us to a proper selection.

XI.—What do you know about the tomb-architecture of the Egyptians?

XII.—Enumerate some of the chief characteristics of Egyptian Architecture; and account for the change of temple-form in the Ptolemaic, as compared with the Pharaonic period.

XIII.—What marked differences, as regards position and form, are there between the Memphite and the later Pyramids in Egypt and Ethiopia; and how may they be explained?

XIV.—Describe the tomb commonly called the Treasury of Atreus; and point out any peculiarities of form or detail of the Pelasgic style generally that possess either historical or architectural interest.

XV.—Enumerate the various forms of the Greek Temple, and explain how these structures were most probably lighted.

XVI.—Describe the Doric Order, and state what you know about its origin.

XVII.—What architectural forms of the Etruscans were adopted by the Romans?

XVIII.—Describe the "true Roman Order," and point out its transitional steps towards a more rational style.

XIX.—Compare the æsthetic features of Hellenic and Roman Architecture.

XX.—Explain the following:—*acroteria*, *modillion*, *vousoir*, *entasis*, *dé*, *vaulting*, *shaft*, *pylon*, *tympanum*, *moulding*, *hypostyle*, *bascilica*, *foliation*.

NOTE.—Answers should be concise, and as far as practicable, illustrated by figures or diagrams.

LADIES' EDUCATIONAL ASSOCIATION, MONTREAL.

SESSION OF 1875-6.

APPLIED LOGIC.

MONDAY, APRIL 3RD :—2 TO 5 P. M.

Examiner..... REV. PRINCIPAL MACVICAR, LL.D.

- I.—(a) Define Applied Logic.
 (b) What is the general distribution of the subject proposed by Sir W. Hamilton?
- II.—(a) Define Induction and Deduction. Give examples.
 (b) What are the essentials of Induction?
- III.—Indicate the method of reasoning by Analogy. Give an example.
- IV.—(a) Show that the same cause always produces the same effect; but that the converse is not true.
 (b) What is the popular belief in case of a plurality of causes; and what the scientific rule in this respect? Illustrate.
- V.—(a) Mention the relation of Analysis to Observation; and show the superiority of Experiment over Observation.
 (b) Name the methods pursued in the elimination of causes.
- VI.—State and illustrate the canon of Concomitant Variations.
- VII.—Define Chance; and give the rule for estimating the probability of the concurrence of two independent events.
- VIII.—(a) What is meant by Natural Laws?
 (b) Illustrate the subsumption of one law into another.
- IX.—How may an approximate generalization be rendered certain?
- X.—Give Aristotle's distribution of judgments as to their degrees of credibility. Explain.
- XI.—Show by examples that a Logical definition contains the *genus* and *differentia*.
- XII.—Explain the methods by which the meaning of terms is extended.
- XIII.—What is the first rule of Division and Classification. Give an example of its violation.
- XIV.—State generally the nature of Fallacies, which come within the province of Applied Logic.
- XV.—Give an example of (a) Ignoratio Elench, (b) Proving too much. What is meant by the Elenchus?