

THE
DUBLIN UNIVERSITY CALENDAR

FOR THE YEAR

1913-1914.

VOL. I.

German:—

ling new scenes, and observing strange
 en when a mere child I began my travels,
 covey into foreign parts and unknown
 the frequent alarm of my parents. As
 ded the range of my observations. My
 ent in rambles about the surrounding
 iftar with all its places famous in history
 t where a murder or robbery had been
 I visited the neighbouring villages, and
 f knowledge by noting their habits and
 their sages and great men.

MENTAL PHYSICS.

W. E. THRIFT.

y 'diffusion.'
 rative of it, and explain the inferences
 m.

ays in which heat-energy may pass from
 ow they are used in the heating of a

orce of the electrical energy of an electric

ll which determine (a) the pressure given
 ce, and explain the circumstances under
 mparatively important or unimportant.

' law in relation to induced currents,
 it may be deduced from the law of the

ethod of measuring accurately the angle
 surfaces, e.g. the angle of a glass prism.

CHEMISTRY.

DR. YOUNG.

(Degree Candidates.)

grape-sugar, starch, and cellulose. How
 a the three substances?

en and what weight of water would be
 amonia gas over heated copper oxide?

1 of (a) phosphorus from bones, (b) phos-

1. By what reactions would you identify (a) ferrous chloride,
 (b) ferric chloride, (c) mercurous chloride, (d) mercuric chloride?

5. Write the formulae for acetic acid, acetamide, and methyl cyanide,
 and explain the chemical relationship between these compounds.

CHEMISTRY.

DR. YOUNG.

(For Senior Sophisters.)

1. Write the formulae for grape-sugar, starch, and cellulose. How
 would you distinguish between the three substances?

2. What volume of nitrogen and what weight of water would be
 formed by passing a litre of ammonia gas over heated copper oxide?

3. Describe the preparation of (a) phosphorus from bones, (b) phos-
 phoric acid from phosphorus.

4. By what reactions would you identify (a) ferrous chloride,
 (b) ferric chloride, (c) mercurous chloride, (d) mercuric chloride?

5. Write the formulae for acetic acid, acetamide, and methyl cyanide,
 and explain the chemical relationship between these compounds.

POLITICAL AND ECONOMIC SCIENCE.

MR. BASTABLE.

[A.]

(For Senior Sophisters only.)

1. 'Under certain conditions monopoly prices may be more steady
 and uniform than competition prices.' Examine this statement, and
 notice the objections to monopolies as regulators of prices.

Or,

Explain clearly the conception of 'normal value.' How do average
 values differ from normal ones?

2. 'If a good despot could be ensured, despotic monarchy would be
 the best form of government.' How does Mill criticize this assertion?

Or,

How far is it desirable that executive officials should be aided by
 advisory councils? Illustrate your answer by reference to specific
 cases.

[B.]

(For all Candidates.)

3. How does Mill classify dependencies? He speaks of a 'vicious
 theory of colonial policy.' What was this?

Or,

Discuss the question whether a popular assembly is fitted for the task of conducting administration.

4. 'What is first imposed as a tax tends to become in some cases a form of State ownership.' Explain and illustrate this statement.

Or,

What are the different methods of legal interference? Notice the economic limits to State action.

[c.]

(For Degree Candidates only.)

5. What is 'bank money'? Explain carefully the limits on its extension at any particular time.

Or,

Give a short account of the function of the Foreign Exchanges.

6. Discuss the advantages and disadvantages of 'government by amateurs.'

Or,

Enumerate the functions of the House of Commons, and briefly indicate how far it exercises them.

7. What are the chief differences between Parliament and Congress?

Or,

(a) 'The idea of the three estates was never realized in England.'

(b) 'The mediæval parliament was an expansion of the king's council.'

Comment on the above statements.

EDUCATION.

MR. CANNING.

(For Senior Sophister Hilary Supplementalists.)

A.—NEWMAN.

[Select four questions.]

1. How far, according to Newman, does teaching viewed relatively to the taught carry the attribute of Utility along with it?

2. 'All branches of knowledge are connected together.' What practical conclusions does Newman draw from this assumption? Show the bearing on University Education.

3. What is the true end of a University training? Enumerate 'the mistakes which at present beset the subject of University Education.'

4. Estimate the effect on the intellectual outlook of the various branches of knowledge. What does Newman understand by a 'truly great intellect'?

5. What objections may be done Newman answer them?

6. What, according to Newman, is the difference between Liberal and Useful Education?

B.

[Select

1. Give a short summary of the Theory.

2. Consider Milton's relation to criticism in Milton's own view.

3. 'Nature prepares the man.' Camenius says, 'Against this I fully.

4. How would Ascham deal

C

[Select

1. What, according to Spenser, is the method of discipline?

2. What are Spenser's views

3. 'What knowledge is of use in this, and how does he justify

4. What, according to Spenser, is a system of education?

(For

I

[Select

1. Give in outline the view of 'Girls.' His views are limited

2. On what sources did R. What subjects are discussed in

3. Give the substance of R.

4. Enumerate some of the Education of his time, and

[Select

1. Give in outline Kant's indicate contrasts with Rousseau