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About the Institute

The Hunt Institute for Botanical Documentation, a research division of Carnegie Mellon University, specializes in the history of botany and all aspects of plant science and serves the international scientific community through research and documentation. To this end, the Institute acquires and maintains authoritative collections of books, plant images, manuscripts, portraits and data files, and provides publications and other modes of information service. The Institute meets the reference needs of botanists, biologists, historians, conservationists, librarians, bibliographers and the public at large, especially those concerned with any aspect of the North American flora.

Hunt Institute was dedicated in 1961 as the Rachel McMasters Miller Hunt Botanical Library, an international center for bibliographical research and service in the interests of botany and horticulture, as well as a center for the study of all aspects of the history of the plant sciences. By 1971 the Library's activities had so diversified that the name was changed to Hunt Institute for Botanical Documentation. Growth in collections and research projects led to the establishment of four programmatic departments: Archives, Art, Bibliography and the Library.

UNIVERSITY OF ABERDEEN.

CLASS OF BOTANY.

FIRST PRIZE EXAMINATION.

SATURDAY, JUNE 23, 1883.—10—12 a.m.

1. In what respects do plants differ from animals? and in how far are these characters reliable? Describe the life-history of Bacteria as exemplified in any species known to you.

2. What is meant by the terms *homogeneous* and *heterogeneous*, *monopodial*, *sympodial* and *dichotomous* in the branching of plants? Show how a sympodium may simulate a monopodium, and how lateral branching may simulate dichotomy or *vice versâ*.

3. What are "*metamorphosed*" members or organs, and how would you ascertain their homology? Give any three examples of such changes.

4. Describe the accompanying plant fully; and refer it to its Natural Order, stating your reasons for your conclusion, and also the Orders that it resembles and the distinctive characters in each case.

For Junior Students only.

5. Describe, and give the formula and diagram of a *typical flower*; and state the deviations met with in so far as relates to the number and arrangement of the parts, and what you regard as the reasons of these deviations.

For Senior Students only.

6. Describe the leaves and their mode of action in the following canivorous plants;—*Drosera*, *Nepenthes*, *Utricularia*,—pointing out the homology and any peculiarities of structure in each case.

Supplement your answers with sketches where possible.