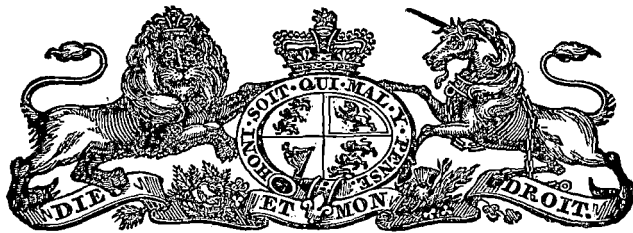


(No. 3.)



1877.

SESSION III.

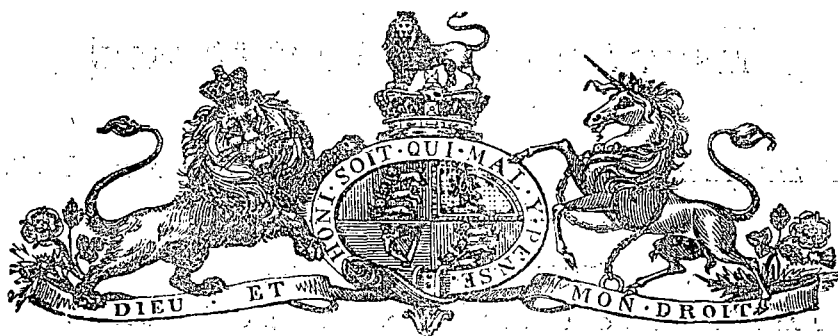
T A S M A N I A.

HOUSE OF ASSEMBLY.

DEGREE OF ASSOCIATE OF ARTS:

REPORT FOR 1876.

Laid upon the Table by the Colonial Secretary, and ordered by the House to be
printed, July 13, 1877.



TASMANIAN COUNCIL OF EDUCATION.

DEGREE OF ASSOCIATE OF ARTS—SEPTEMBER, 1876.

IN conformity with the Rules and Regulations of the Tasmanian Council of Education, the Council has directed the publication of the names of the Candidates who have passed the Examination for the Degree of Associate of Arts to the satisfaction of the Examiners, and upon whom the Degree has been conferred accordingly:—

FIRST CLASS.

EVANS JOHN TAYLOR, High School, Hobart Town. Awarded Council's Gold Medal as Senior Associate of the Year, the Council's First Prize for Greek, the Council's Second Prize for English, and the Council's Second Prize for Italian.

PHILIP OAKLEY FYSH, High School, Hobart Town. Awarded the Council's Second Prize for French.

PHILIP MACKENZIE PITT, Horton College, Ross. Awarded the Council's First Prize for Mathematics.

HAROLD BANKS SMITH, Hutchins School, Hobart Town. Awarded the Council's First Prize for Latin and the Council's First Prize for Greek.

GEORGE QUINLAN ROBERTS, Hutchins School, Hobart Town. Awarded the Council's Second Prize for Mathematics, and a Prize for Natural Philosophy.

JEMIMA M'PHERSON, Mrs. Reynolds' School, Hobart Town. Awarded the Council's First Prize for Italian and the Council's Second Prize for German.

WILLIAM GEORGE WEAVER, Hutchins School, Hobart Town.

MAUD MARION MAXWELL, Mrs. Reynolds' School, Hobart Town. Awarded the Council's First Prize for English, the Council's First Prize for French, and the Council's First Prize for German.

SECOND CLASS.

GILBERT EDWARD BUTLER, High School, Hobart Town.

TIMOTHY PAUL MOLLOY, Hutchins School, Hobart Town.

EUSTACE LYNDON SMITH, Horton College, Ross.

THIRD CLASS.

CHARLES HENRY TAYLOR, High School, Hobart Town.

AGNES ELIZABETH CLARK, Ladies' College, Hobart Town.

HEDLEY DENIS ROCK, Church Grammar School, Launceston.

The Council has further directed the publication of the name of the under-mentioned Candidate over the age of nineteen years who has passed the Examination for the Degree of Associate of Arts to the satisfaction of the Examiners, and upon whom the Degree has been conferred accordingly:—

FIRST CLASS.

SELINA RUTHERFORD HOOPER, Private Study.

By Order of the Council,

GEO. RICHARDSON, *Secretary.*

Hobart Town, 3rd October, 1876.

The following Table shows how this Examination bears comparison with former years:—

	No. of Candidates.	Rejected at Preliminary.	Admitted to A.A. Examination.	Passed.	First Classes.	Second Classes.	Third Classes.	Highest Marks obtained.	Average of all who passed.	Highest Marks yet gained.	Highest Average yet reached.
1860-1871	114	13	91	84	40	19	25	2637*	2095	1875.	
1872	11	0	11	9	3	1	5	2821	2075	3442	2565
1873	14	2	12	10	4	1	5	3295	2228		
1874	17	1	16	13	5	7	1	3082	2357		
1875	12	0	12	9	4	5	0	3442	2565		
1876	18	0	18	14	8	3	3	3308	2511		

* Average.

The Examiner in Chief is of opinion that the merits of the Candidates has not this year at all fallen below that of the previous one. The same amount of general diligence and ability has been displayed, and within 64 the same average marks obtained out of three or four thousand.

The Prizes which by the Council's Regulations must be awarded are—

The Council's Gold Medal	E. J. Taylor.
First Prize for English	Maud M. Maxwell.
First Prize for Latin	H. B. Smith.
First Prize for Greek	{ H. B. Smith.
	{ E. J. Taylor.
First Prize for French	Maud M. Maxwell.
First Prize for German	Maud M. Maxwell.
First Prize for Italian	Jemima M'Pherson.
First Prize for Mathematics	P. M. Pitt.

The following Prizes, which by the Council's Regulations are left to the discretion of the Examiners, have thus been awarded:—

Second Prize for English	E. J. Taylor.
Second Prize for French	P. O. Fysh.
Second Prize for German	Jemima M'Pherson.
Second Prize for Italian	E. J. Taylor.
Second Prize for Mathematics	G. Q. Roberts.
Prize for Natural Philosophy	G. Q. Roberts.

One Candidate only came forward above the prescribed age, who succeeded in gaining a First Class, passing with credit in English, French, and German.

Full Tables of the results will be found attached to this Report.

For the Examiners,

J. E. BROMBY, D.D.

Hobart Town, 2nd October, 1876.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.

GENERAL CLASS LIST.

FIRST CLASS.

No.	NAME.	MARKS.	AGE.		SCHOOL.	TEACHER.
			<i>yrs. mths.</i>			
1	Taylor, E. J.	3308	15 6	Council's Gold Medal £10 *First Prize Greek £7 10s. Second Prize English £5 Second Prize Italian £5	} High	Rev. R. D. Poulett-Harris, M.A.
2	Fysh, P. O.	3269	18 6	Second Prize French £5	High	Rev. R. D. Poulett-Harris, M.A.
3	Pitt, P. M.	3031	16 10	First Prize Mathematics .. £10	Horton College	W. W. Fox, Esq., B.A.
4	Smith, H. B.	3028	16 10	First Prize Latin £10 *First Prize Greek £7 10s. Second Prize Mathematics £5 Prize Natural Philosophy. £5	} Hutchins	Rev. J. V. Buckland, B.A.
5	Roberts, G. Q.	2928	16 7	First Prize Italian £10	} Hutchins	Rev. J. V. Buckland, B.A.
6	M'Pherson, Jemima	2853	18 9	Second Prize German £5	} Mrs. Reynolds'	Mrs. Reynolds.
7	Weaver, W. G.	2658	17 5	..	Hutchins	Rev. J. V. Buckland, B.A.
8	Maxwell, Maud M.	2632	18 5	First Prize English £10 First Prize French £10 First Prize German £10	} Mrs. Reynolds'	Mrs. Reynolds.

SECOND CLASS.

9	Butler, G. E.	2211	17 2	..	High	Rev. R. D. Poulett-Harris, M.A.
10	Molloy, T. P.	2118	17 3	..	Hutchins	Rev. J. V. Buckland, B.A.
11	Smith, E. L.	2080	15 10	..	Horton College	W. W. Fox, Esq., B.A.

THIRD CLASS.

12	Taylor, C. H.	1878	18 4	..	High	Rev. R. D. Poulett-Harris, M.A.
13	Clark, Agnes E.	1625	18 3	..	Ladies' College	Miss Knott.
14	Rock, H. D.	1540	17 11	..	Church Grammar, Launceston	Rev. W. H. Savigny, M.A.

* Prizes divided, marks in this subject being equal.

For the Examiners,

J. E. BROMBY, D.D.

Hobart Town, 27th September, 1876.

SPECIAL CLASS LIST.

<i>English.</i>	<i>Latin.</i>	<i>Greek.</i>	<i>French.</i>	<i>German.</i>	<i>Italian.</i>	<i>Mathematics.</i>	<i>Natural Philosophy.</i>	<i>Geology.</i>	<i>Drawing.</i>
FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.
Maxwell, Maud M. Taylor, E. J. Fysh Pitt Roberts Smith, H. B. M'Pherson, Jemima Molloy Smith, E. L. Butler Weaver	Smith, H. B. — — — — — — — — — — —	Smith, H. B. } Equal Taylor, E. J. } Fysh	Maxwell, Maud M. Fysh Smith, H. B. Taylor, E. J. Molloy M'Pherson, Jemima Pitt Clark, Agnes E. — — —	Maxwell, Maud M. M'Pherson, Jemima — — — — — — — — —	M'Pherson, Jemima Taylor, E. J. — — — — — — — — —	Pitt Roberts Weaver Fysh Smith, H. B. Taylor, E. J. Molloy — — — —	Roberts — — — — — — — — — — —	— — — — — — — — — — — —	— — — — — — — — — — — —
SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.
Clark, Agnes E. Taylor, C. H. Rock — — — — — — — — —	Pitt Taylor, E. J. Maxwell, Maud M. Weaver Fysh Taylor, C. H. Butler Molloy Rock Smith, E. L. Roberts M'Pherson, Jemima	Pitt Taylor, C. H. Butler Roberts — — — — — — — —	Smith Weaver Butler Rock Roberts Taylor, C. H. — — — — —	— — — — — — — — — — —	Weaver Fysh Roberts Clark, Agnes E. — — — — — — —	Smith, E. L. M'Pherson, Jemima Maxwell, Maud M. Rock Butler Clark, Agnes E. — — — — —	Weaver — — — — — — — — — — —	Pitt Smith, E. L. — — — — — — — — — —	Clark, Agnes E. — — — — — — — — — — —

For the Examiners,

J. E. BROMBY, D.D.

Hobart Town, 27th September, 1876.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION for the Degree of ASSOCIATE OF ARTS.—September, 1876.

TABLE OF MARKS.

No.	NAME.	DATE OF BIRTH.	SCHOOL.	TEACHER.	English.	Latin.	Greek.	French.	German.	Italian.	Mathematics.	Natural Philosophy.	Geology.	Drawing.	TOTAL.	CLASS.
[Maximum No. of Marks.....]					1100	300	200	550	550	550	1000	250	250	200		
1.	Taylor, Evans John	13 Mar. 1861	High	Rev. R. D. Poulett-Harris, M.A.	927 c	485	550 c	435 c	—	375 c	536 c	—	—	—	3308	First.
2	Fysh, Philp Oakley	17 Mar. 1858	High	Rev. R. D. Poulett-Harris, M.A.	873 c	468	540 c	456 c	—	335	597 c	n.p.	—	—	3269	First.
3	Pitt, Philip Mackenzie	12 Nov. 1859	Horton College	W. W. Fox, Esq., B.A.	849 c	511	507	413 c	—	—	666 c	n.p.	85	—	3031	First.
4	Smith, Harold Banks	10 Nov. 1859	Hutchins	Rev. J. V. Buckland, B.A.	806 c	568 c	550 c	447 c	—	—	557 c	—	—	—	3028	First.
5	Roberts, George Quinlan	23 Feb. 1860	Hutchins	Rev. J. V. Buckland, B.A.	848 c	358	323	310	—	285	653 c	151 c	—	—	2928	First.
6	M'Pherson, Jemima	20 Dec. 1857	Mrs. Reynolds'	Mrs. Reynolds	799 c	352	—	427 c	418 c	435 c	422	—	—	—	2853	First.
7	Weaver, William George	21 Apr. 1859	Hutchins	Rev. J. V. Buckland, B.A.	750 c	474	—	360	—	350	629 c	95	—	—	2658	First.
8	Maxwell, Maud Marion	7 Apr. 1858	Mrs. Reynolds'	Mrs. Reynolds	934 c	475	—	492 c	435 c	—	296	—	—	—	2632	First.
9	Butler, Gilbert Edward	29 July, 1859	High	Rev. R. D. Poulett-Harris, M.A.	769 c	414	450	340	—	—	238	—	—	—	2211	Second.
10	Molloy, Timothy Paul	29 June, 1859	Hutchins	Rev. J. V. Buckland, B.A.	786 c	384	—	430 c	—	—	518 c	n.p.	—	—	2118	Second.
11	Smith, Eustace Lyndon	6 Nov. 1860	Horton College	W. W. Fox, Esq., B.A.	773 c	374	—	371	—	—	480	n.p.	82	—	2080	Second.
12	Taylor, Charles Henry	30 May, 1858	High	Rev. R. D. Poulett-Harris, M.A.	671	446	456	305	—	—	n.p.	—	—	—	1878	Third.
13	Clark, Agnes Elizabeth	26 June, 1858	Ladies' College	Miss Knott	674	—	—	403 c	—	250	205	—	—	93	1625	Third.
14	Rock, Hedley Denis	20 Oct. 1858	Church Grammar, Launceston	Rev. W. H. Savigny, M. A.	576	375	—	339	—	—	250	—	—	—	1540	Third.
Candidate over 19 Years of Age.																
	Hooper, Selina Rutherford	—	Private Study	—	742 c	368	—	483 c	390 c	330	354	—	—	—	2667	First.

NOTE.—c passed with credit. n.p. not passed.

For the Examiners,

J. E. BROMBY, D.D.

Hobart Town, 27th September, 1876.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.—SEPTEMBER, 1876.

Preliminary Examination.

All marks obtained by those who pass will be carried forward into the ordinary Examination.

ARITHMETIC.

DR. BROMBY, *Examiner.*

Two hours.

1. Multiply—
 - (a) 65299477 by 5406.
 - (b) Two hundred and forty-three million ninety-six thousand and two hundred and fifty-nine by two thousand four hundred and sixty-eight.
2. Divide—
 - (a) 57111104051 by 3851.
 - (b) Sixty-five thousand three hundred and fifty-eight millions five hundred and forty-seven thousand eight hundred and twenty-three by five thousand five hundred and seventy-eight.
3. Multiply—
 - (a) £2579 0s. 0 $\frac{1}{2}$ d. by 474.
 - (b) 380 acres 3 roods 32 poles by 106.
4. Divide—
 - (a) £26380 4s. 2d. by 25000.
 - (b) 91 yards 2 quarters 1 nail by 903.

ENGLISH.

One hour and a half.

1. Analyse by Morell's second scheme the following passage. (Take care in the second column to refer each sentence not only to the sentence on which it depends, but to the particular word in that sentence: in the object column distinguish the particular kind of object: and in the extension column the particular order of adverb):—
 "We need not wait until a science of physiognomy has been concocted before we may risk a guess in writing the names under portraits of Lord Chatham, Dr. Johnson, and Oliver Goldsmith. Mistakes in single instances may be made, but not in the long run."
2. Parse according to Morell's scheme:—
 "A general conformity with facts is all we ought to expect from the Greek historians."
3. Write from dictation.

HISTORY AND GEOGRAPHY.

Three hours.

1. Name the locality and indicate the general direction of these mountain ranges—Altai, Grampians, Balkan, Alleghany, Kong, Blue Mountains.
2. Describe the general direction and outflow of these rivers—Indus, Douro, St. Lawrence, Orinoco, Elbe, Quorra.
3. Where are the following capes:—Finisterre, Lopatka, Farewell, York, Guardafui, Matapan?
4. Sketch a rough outline of Australia; and indicate the positions of the Gulf of Carpentaria, Furneaux Isles, Brisbane, Norfolk Island, and Storm Bay.

5. Give the dates of accession of the Sovereigns of England from William the Conqueror to the commencement of the Tudor dynasty, pointing out the claim which each had to the Crown.
6. In whose reign and between whom were fought the battles of Bannockburn, the Nile, Tinchebrai, Dettingen, Plassy, Lewes?
7. In whose reigns and in connection with what events are found the names of Sir Walter Raleigh, Margaret of Anjou, Perkin Warbeck, John Wycliffe, Leopold Duke of Austria, Richard Strongbow?
8. In whose reigns did the following events take place:—The burning of the ships at Chatham by the Dutch, Surrender of Calais to the English, Ireland raised to the rank of a kingdom, The beginning of the National Debt, The East India Company's charter granted, The Peace of Utrecht?

English.

Three hours.

DR. BROMBY, *Examiner.*

SHAKESPEARE.—The Merchant of Venice. Grammar and Composition.

1. Analyse by Morell's Second Scheme the following passage. (Take care in the second column to refer each dependent sentence to the particular word in the sentence on which it depends; also in the object column to distinguish the particular kind of object; and in the extension column to name the particular order of adverb):—

“Why yet it lives there unchecked that Antonio hath a ship wrecked on the narrow seas; the Goodwins I think they call the place; a very dangerous flat, where the carcasses of many a tall ship lie buried, as they say, if my gossip Report be an honest woman of her word.”
2. Give a short summary of the two tales which Shakespeare has embodied in this play.
3. Derive the words—pageant, prest (the adj.), Rialto, gramercy, quaint, gossip, smug, forfeit, tainted, to pawn, moiety, jot, sand-blind, sotties, lieu, puny, if.
4. Define the figures of speech named metaphor, pleonasm, metonymy, aposiopesis, apostrophe.

If any examples of the above occur in the following, point them out:—“To kiss her burial.” “Even now worth this, and now worth nothing.” “I will describe them, and according to my description level at my affection.” “Thou gaudy gold, hard food for Midas, I will none of thee.” “We are the Jasons.” “An if your wife be not a madwoman.”
5. Comment on the following—“Some evermore peep through their eyes.” “If they should speak, (they) would almost damn those ears, which hearing them would call their brothers fools.” “I know nothing by myself.” “Who, if he break, thou mayest with better face exact the penalty.” “Give him a livery more guarded than his fellows.” “Nothing is good I see without respect.” “I could not do withal.”
6. “I'll lend you thus much monies.” When ought “thus much,” and when “this much” to be employed?
7. What was the value of a ducat? what of a doit? What is the meaning of “Being ten times undervalued to pure gold?”
8. What is the meaning of the phrase “to grow to?” How did it originate? Also of “To peize the time?”
9. What was a Sophy? a tranect? a fore-spurrer? high-day wit? a posy? a wry-necked life? patines of bright gold?
10. Shakespeare described Queen Elizabeth as fancy-free. What did he mean? Support your statement by a quotation from this play. Derive the word “fancy.”
11. When I shun Scylla, I fall into Charybdis. Quote the Latin line which Shakespeare had in view; and name the author.

12. "I pray you think you question with the Jew."
 "To quit the fine for one half of his goods."
 "We should hold day with the Antipodes
 If you would walk in absence of the sun."

Paraphrase the above so as to bring out the meaning fully.

13. What is the primary meaning of "shrewd" and "while?" Illustrate by quotations.
14. State where Hyrcania was; and recount the story of Midas.
15. "Or is your gold and silver ewes and rams?"
 Upon what principle is the singular verb justifiable here? If it were not justifiable, what name would you give to the grammatical error?

History and Geography.

Three hours.

DR. BROMBY, *Examiner.*

Student's HUME.—Henry III. to Henry VII. CORNWELL.—School Geography.

1. How old was Henry III. when he came to the crown? Who governed for him? Under what title? How and where did he receive his authority? Who was King of France at this time? What was the relation between the two crowns?
2. Mention the chief exactions of the Court of Rome at the period of Henry the Third's accession: and the ruinous enterprise into which the King was inveigled by the Pope. Describe the Statutes of Mortmain? and of Præmunire? In whose reigns were they passed? Derive the word *præmunire*.
3. Narrate the immediate circumstances which led up to the Confirmation of the Great Charter by Edward I.
4. Who were the Percies in Henry the Fourth's reign? By whom were they joined in their conspiracy? To what results did it lead?
5. How many pitched battles were fought in the Great Civil War? Name the first and last with dates. What was the population of England at this time?
6. Upon whom was the title of Duke first conferred in England after the Conquest? Why did it remain in abeyance during that interval? Derive the words *Marquis* and *Earl*. Who were Barons? What was the difference between *Knight Service* and *Grand Serjeantry*? Derive the words *Sergeant* and *Count*.
7. Make a rough map of Great Britain. Mark down on it the towns of Canterbury, Hull, Bath, Newcastle, Holyhead, Swansea, Leith. Mention any circumstance which distinguishes each. Trace the rivers Dee, Clyde, Severn. Mark down the capes, Beachy Head, Cape Wrath, The Lizard, Flamborough Head, Mull of Galloway.
8. What is the meaning of the words Zuyder Zee? Describe this lake and its peculiarities. What has been the rate of gain from the sea since 1815?
9. Mention the principal manufactures in Nuremburg, Bordeaux, Switzerland, Cashmere, Loxa, Sheffield, Manchester.
10. In what countries in Europe are Slavonic races found? How are the inhabitants of France, Sweden, Wales, and Germany ethnologically classified?
11. Where and what are Senegambia, the Geysers, Vancouver, Tobolsk, Aral, Funen, Valetta, Unter den Linden, Anatolia, Cronstadt, Mytilene, Hindoo Koosh, Iona, Galapagos, Khartoum?
12. Make a map of Asia, and mark down upon it Delhi, Aleppo, Bagdad, Manilla, Khiva, Pekin, Mecca, Bankok, the Obi, the Altai, Pondicherry, Sea of Oman, Yokohama, the Laccadives, Singapore.

Latin.—I.

Four hours.

DR. BROMBY, *Examiner*.

CÆSAR De Bello Gallico, IV. and V. VIRGIL.—Æneid VI.

1.—Translate—

(a) Dum hæc geruntur, nostris omnibus occupatis, qui erant in agris reliqui, discesserunt. Secutæ sunt continuos complures dies tempestates, quæ et nostros in castris continerent et hostem a pugna prohiberent. Interim barbari nuncios in omnes partes dimiserunt paucitatemque nostrorum militum suis prædicaverunt, et quanta prædæ faciendæ atque in perpetuum sui liberandi facultas daretur, si Romanos castris expulissent, demonstraverunt. His rebus celeriter magnâ multitudine peditatûs equitatûsque coactâ, ad castra venerunt.

(b) Ab nostris eâdem ratione quâ pridie resistitur: hoc idem deinceps reliquis fit diebus. Nulla pars nocturni temporis ad laborem intermittitur: non ægris, non vulneratis, facultas quietis datur. Quæcumque ad proximi diei oppugnationem opus sunt, noctu comparantur: multæ præustæ sudes, magnus muralium pilorum numerus instituitur; turres contabulantur; pinnæ loricaque ex cratibus attexuntur. Ipse Cicero, quum tenuissimâ valetudine esset, ne nocturnum quidem sibi tempus ad quietem relinquebat, ut ultro militum concursu ac vocibus sibi parcere cogeretur.

2. Translate—

“Sed te qui vivum casus, age fare vicissim,
Attulerint. Pelagine venis erroribus actus,
An monitu divum? an quæ te fortuna fatigat,
Ut tristes sine sole domos, loca turbida, adires?”
Hac vice sermonum roseis Aurora quadrigis
Jam medium ætherio cursu trajecerat axem;
Et fors omne datum traherent per talia tempus:
Sed comes admonuit, breviterque affata Sibylla est:
“Nox ruit, Ænea; nos fiendo ducimus horas.
Hic locus est, partes ubi se via findit in ambas:
Dextera, quæ Ditis magni sub moenia tendit,
Hac iter Ælysium nobis: at læva malorum
Exercet pœnas, et ad impia Tartara mittit.”
Deiphobus contra: “Ne sævi, magna sacerdos;
Discedam, explebo numerum, reddarque tenebris.
I decus, I nostrum; melioribus utere fatis.”
Tantum effatus, et in verbo vestigia torsit.

3. In (a) state what kind of subjunctive respectively are *continerent*, *prohiberent*, *daretur*, *expulissent*? and in (b) *cogeretur*?
4. In 2, comment upon the tense of *adires*, the mood of *traherent*, and the voice of *reddar*.
5. Derive, giving the English both of the words and their roots—*Provincia*, *sumo*, *exiguus*, *æstimo*, *prehendo*, *copia*, *contumelia*, *adipiscor*, *simultas*, *triplex*, *quadriga*, *surgo*, *fibula*, *Sibylla*.
6. Give perfect, supine, and infinitive of *cognosco*, *defero*, *solvo*, *reperio*, *effundo*, *gero*, *cogo*, *retego*, *maneo*, *peto*, *conspicio*, *opprimo*, *confido*, *differo*, *torqueo*. Also, perfect and infinitive of *adipiscor*, *ordior*, *conspicor*.
7. Give nominative and genitive singular and gender of *essedis*, *colles*, *semitis*, *coactu*, *acie*, *falces*, *ordinibus*, *sagulis*, *longuriis*.
8. Decline throughout *obses*, *paries*, *iter*, *imber*; and the singular of *jusjurandum*.
9. Write out the whole of the present indicative of *orior*, and the imperfect subj. of *adorior*.
10. What are the positive and comparative degrees of the adverbs *audacissime*, *frugalissime*, *beneficentissime*?
11. Give three examples of *sub* compounded with a verb to signify *up*: and three of *præ* in composition to signify *at the point or edge*.
12. What is the difference between *confertus* and *collatus*; *deinde* and *deinceps*; *diurnus* and *quotidianus*; *sarcina* and *impedimenta*; and according to the quantity of any syllable of *pedes*, *diffidit*?

13. Write brief notes to explain—(a) *Lectas de more bidentes*; (b) *simili frondescit virga metallo*; (c) *Graii dixerunt nomine Aornon*; (d) *centumgeminus Briareus, Gorgones, Harpyiæque*; (e) *gaudet cognomine terra*; (f) *cui tantum de te licuit*? (g) *fœcundaque pœnis viscera*.
14. Put into Latin—(a) In these places the winters are early. (b) Alarmed at this novel kind of engines the barbarians halted. (c) The cavalry of the whole of Gaul to the number of 4000 assemble at the same spot. (d) In place of money they employ either copper, or tallies of iron, adjusted to a certain weight. (e) With such incredible speed was the report of Cæsar's victory carried that before midnight a shout, the intimation of the victory, was raised at the gates of Labienus' camp.

Latin.—II.

DR. BROMBY, *Examiner.*

Four hours.

TRANSLATION AT SIGHT AND COMPOSITION.

Translate into English—

In provinciam quum venisset, ac nonnullæ militum voces tum audirentur, sese contra hostem si ducerentur ituros, contra civem et consulem arma non laturus, deductis Pergamum atque in locupletissimas urbes in hiberna legionibus maximas largitiones fecit, et confirmandorum militum causâ diripiendas iis civitates dedit. Interim acerbissime imperatæ pecuniæ totâ provinciâ exigebantur; erat plena lictorum provincia, differta exactoribus, qui præter imperatas pecunias suo etiam privato compendio serviebant; dictitabant enim se domo patriâque expulsos omnibus necessariis egere rebus, ut honestâ præscriptione rem turpissimam tegerent. Accedebant ad hæc gravissimæ usuræ, quod in bello plerumque accidere consuevit, universis imperatis pecuniis. Præterea Ephesi a fano Dianæ depositas antiquitus pecunias Scipio tolli jubebat, certâque ejus rei die constitutâ, quum in fanum ventum esset, adhibitis compluribus senatorii ordinis quos advocaverat Scipio, literæ ei redduntur a Pompeio, mare transisse cum regionibus Cæsarem; properaret ad se cum exercitu venire, omniaque posthaberet. His literis acceptis, quos advocaverat dimittit; ipse iter in Macedoniam parare incipit, paucisque post diebus est profectus. Hæc res Ephesiæ pecuniæ salutem attulit.

Translate into Latin prose—

The morning came which was to launch me into the world; that morning from which and from its consequences my whole succeeding life has in many important points taken its colouring. I rose at half-past three, firm and immovable in my purpose, but yet agitated by anticipation of uncertain danger and troubles. To this agitation the deep peace of the morning presented an affecting contrast, and in some degree a medicine. The silence was more profound than that of midnight: and to me the silence of a summer morning is more touching than all other silence; because the light being broad and strong as that of noonday at other seasons of the year, it seems to differ from perfect day chiefly because man is not yet abroad: and thus the peace of nature and of the innocent creatures of God seems to be secure and deep, only so long as the presence of man and his unquiet spirit are not there to trouble its sanctity.

Translate into Latin verse—

O wide wide sea! O hills that lie
Beneath a glowing golden sky!
O voices of the summer time—
The distant waters tranquil chime—
The notes of wild birds flying far—
The breeze that heralds evening star—
Like music blending all!—ye seem
Portions of some delicious dream.

Most peacefully the summer wind
Is passing onward unconfined;
It steals the scent of meadows fair
And spreads it through the evening air;
The fresh breath of the stormless sea
Comes softly on its pinions free,
O'er shallow creek and sparkling sand
To gladden all the sultry land.

Latin.—III.

Three hours.

Dr. BROMBY, *Examiner.*

1. Translate—

Te semper anteit sæva Necessitas,
 Clavos trabales et cuneos manu
 Gestans æna, nec severus
 Uncus abest liquidumque plumbum.
 Te Spes et albo rara Fides colit
 Velata panno nec comitem abnegat,
 Utcunque mutata potentes
 Vestes domos inimica linquit.
 At vulgus infidum et meretrix retro
 Perjura cedit; diffugiunt cadis
 Cum fæce siccatis amici
 Ferre jugum pariter dolosi.
 Servos iturum Cæsarem in ultimos
 Orbis Britannos et juvenum recens
 Examen Eois timendum
 Partibus Oceanoque rubro.
 Eheu cicatricum et sceleris pudet
 Fratrumque. Quid nos dura refugimus
 Ætas? quid intactum nefasti
 Liquimus? unde manum juvenus
 Metu Deorum continuit? quibus
 Pepercit aris? O utinam nova
 Incude diffingas retusum in
 Massagetis Arabasque ferrum.

2. To whom is this ode addressed? What use was to be made of the instruments named in the first of these stanzas?

3. What poetical liberty has been taken in the first line? Give the technical name of it.

4. Translate—

Quam pæne furvæ regna Proserpinæ
 Et judicantem vidimus Æacum,
 Sedesque discretas piorum, et
 Æoliis fidibus querentem
 Sappho puellis de popularibus,
 Et te sonantem plenius aureo,
 Alcæe, plectro dura navis,
 Dura fugæ mala, dura belli!
 Utrumque sacro digna silentio
 Mirantur Umbræ dicere; sed magis
 Pugnas et exactos tyrannos
 Densum humeris bibit aure vulgus.
 Quid mirum, ubi illis carminibus stupens
 Demittit atras bellua centiceps
 Aures et intorti capillis
 Eumenidum recreantur angues?
 Quin et Prometheus et Pelopis parens
 Dulci laborum decipitur sono;
 Nec curat Orion leones
 Aut timidos agitare lyncas.

5. Name the metre of these stanzas. What is a cæsuræ? Where does it fall in the first lines of these stanzas?

6. Derive, giving the English of the word and of all the words you introduce,—monstrum, arbiter, officina, immolare, exilis, diota, fulmen, integer, examen, amystis, Mareoticum, minister, bruma, laqueatus.

7. What is the difference in meaning between vinum and merum; socius, comes, comis; and sodalis; calidus and callidus; pugnus and pugna; stella and sidus; clavus, clavis, and clava; gaza and ærarium; and according to quantity of any syllable in levis; populus; malus, mala, malo, malum, nota, severis? Point out also the difference between sere, seras, and severis.

8. Indicate the locality of the following places:—Lybia, Eryx, Cyprus, Acroceraunia, Cythera, Rhodos, Mitylene, Pindus, Hæmus, Noricum, Teios, Lycæus, Hydaspes, Hymettus, Colchis, Daunias, Anio. What was each? Give the genitive case of the last.
9. What is the primary meaning of the word tibia? What other musical instrument derives its name from a natural object?
10. Nix makes in the genitive nivis. Give three other examples of the interchange of the same letters.
11. Enumerate the various functions of the god Mercurius. What was he called in Greek? What idea evidently lies at the bottom of all his offices?
12. What is the English of recludo? Give three other examples of re with this particular force.

Greek.—I.

Three hours.

DR. BROMBY, Examiner.

XENOPHON—Anabasis V.

1. Translate—

Ξενοφῶν δὲ ξυγκαλέσας τοὺς Ἕλληνας εἶπεν· “Ἄνδρες στρατιῶται, μηδὲν ἀθυμήσητε ἕνεκα τῶν γεγενημένων· ἴστε γὰρ, ὅτι καὶ ἀγαθὸν οὐ μείον τοῦ κακοῦ γενένηται. Πρῶτον μὲν γὰρ ἐπίστασθε, ὅτι οἱ μέλλοντες ἡμῖν ἡγεῖσθαι τῷ ὄντι πολέμοι εἰσιν, οἷσπερ καὶ ἡμᾶς ἀνάγκη· ἔπειτα δὲ καὶ τῶν Ἑλλήνων οἱ ἀμελήσαντες τῆς σὺν ἡμῖν τάξεως, καὶ ἱκανοὶ ἡγησάμενοι εἶναι ξὺν τοῖς βαρβάροις ταῦτ’ ἀπράττειν, ἅπερ ξὺν ἡμῖν, δίκην δεδώκασιν· ὥστε αὖθις ἦττον τῆς ἡμετέρας τάξεως ἀπολείψονται. Ἄλλ’ ὑμᾶς δεῖ παρασκευάζεσθαι, ὅπως καὶ τοῖς φίλοις οὔσι τῶν βαρβάρων δόξῃτε κρείττους αὐτῶν εἶναι, καὶ τοῖς πολεμίοις δηλώσητε, ὅτι οὐχ ὁμοίοις ἀνδράσι μαχοῦνται νῦν τε καὶ ὅτε τοῖς ἀτάκτοις ἐμάχοντο.”

2. Translate—

Ὁ δὲ Σιλανδὸς ἐβόα, καὶ ἐπεχείρει λέγειν, ὥς δίκαιον εἶη ἀπιέναι τὸν βουλούμενον. Οἱ δὲ στρατιῶται οὐκ ἠνείχοντο, ἀλλ’ ἠπείλουν αὐτῷ, ὅτι, εἰ λήφονται ἀποδιδράσκοντα, τὴν δίκην ἐπιθήσοιεν. Ἐντεῦθεν, ἐπεὶ ἔγνωσαν οἱ Ἑρακλεῶται, ὅτι ἐκπλεῖν δεδογμένον εἶη, καὶ Ξενοφῶν αὐτοὺς ἐπεψηφικῶς εἶη, τὰ μὲν πλοῖα πέμπουσι, τὰ δὲ χρήματα, ἃ ὑπέσχοντο Τιμασίῳ καὶ Θώρακι, ἐψευσμένοι ἦσαν τῆς μισθοφορίας.

3. Translate—

Οἷα δὲ ὑμῖν καὶ διαπεπράχασιν οἱ ἀνθαίρετοι οὗτοι στρατηγοὶ, σκέψασθε. Ζήλαρχος μὲν ὁ ἀγορανόμος, εἰ μὲν ἀδικεῖ ὑμᾶς, οἴχεται ἀποπλέων οὐ δὸς ὑμῖν δίκην· εἰ δὲ μὴ ἀδικεῖ, φεύγει ἐκ τοῦ στρατεύματος, δέισας, μὴ ἀδίκως ἄκριτος ἀποθάνῃ. Οἱ δὲ καταλεύσαντες τοὺς πρέσβεις διεπράξαντο ἡμῖν μόνους μὲν τῶν Ἑλλήνων εἰς Κερασοῦντα μὴ ἀσφαλὲς εἶναι, ἂν μὴ σὺν ἰσχύϊ, ἀφικνεῖσθαι· τοὺς δὲ νεκροὺς, οὓς πρόσθεν αὐτοὶ οἱ κατακάνοντες ἐκελευον θάπτειν, τούτους διεπράξαντο μηδὲ ξὺν κηρυκίῳ ἔτι ἀσφαλὲς εἶναι ἀνελέσθαι. Τίς γὰρ ἰθελήσει κηρυξ ἰέναι κήρυκας ἀπεκτονῶς; Ἄλλ’ ἡμεῖς Κερασούντιων θάψαι αὐτοὺς ἐδεήθημεν. Εἰ μὲν οὖν ταῦτα καλῶς ἔχει, δοξάτω ὑμῖν, ἵνα, ὥς τοιούτων ἰσομένων, καὶ φυλακὴν ἰδίᾳ ποιήσῃ τις καὶ τὰ ἐρυμνὰ ὑπερδέξῃα πειρᾶται ἔχων σκηνοῦν.

4. Write down the Genitive Singular, and the Genitive and Dative Plural of—ὀπλίτης, μήν, πομπή, Κολχίς, μάρτυς, ναῦς, πρεσβευτής, οὗτος (three genders), στέαρ.
5. What are comparative and superlative forms of—φίλος, βαθύς, ταχύς, ὀλίγος, ἄφθονος, ἄπλους, ἄπλους.
6. Give tense, mood, and voice of—ἐμβιβῶ, ἀπείρηκα, ἔλαβον, διαβάς, δραμόντες, ἐπεξέθειον, ἐπικείμενοι, ἐνῆψαν, ἐκποριοῦσι, ἐξωρῶμεν, ἠναγκάσθη, ὑπέσχετο. Also give of each the present, future, and aorist in use, and the perfect pass. (if any).
7. Write down a conspectus of all the moods of οἶδα, εἰμί, εἶμι, of the 1 a. pass. of σώζω, perf. pass. of στίζω, 2 a. mid. of αἰρέω, fut. act. of δεῖ.
8. Write down throughout these tenses,—Pluperfect indic. act. ἀλίσκω, fut. opt. act. ἔρχομαι, fut. ind. mid. χωρίζω, 2 a. subj. act. ἄγω, 2 a. imp. act. ἔχω, 2 a. subj. mid. δίδωμι.
9. Derive, giving the meaning of every word and of its component parts, ψηφίζομαι, στρατόπεδον, ἀναβολή, διηγκυλωμένος, ἐξαπίνης, παρακαταθήκη, στρωματόδεσμος, διάρρηξις.

10. What is the difference between πολέμιος and πολεμικός; πιπράσκω and πίπρημι; ἀπλοῦς and ἄπλους; μόνη and μονή; ταῦτα and ταῦτά?
11. Translate—ναῦλον ξυνθέσθαι; ἀλλήλοις ἀντεποιοῦντο; ἐχόρευον νόμῳ τινὶ ἄδοντες; τεμάχη τεταριχευμένα; ὅπως μὴ ᾧσιν ἐπὶ τῷ ὑμετέρῳ ἁρμοστῇ οἱ κάμνοντες ἡμῶν.
12. Put into Greek—(a) They retreated with difficulty from the place. (b) The city of the Sinopians has sent us to praise you. (c) You would not be able to cross the Halys without boats. (d) I promise you pay till you shall have arrived there. (e) Some were still in Kerasus, having not yet put to sea. (f) It was Neon's intention to cajole the soldiers and lead them back again to Phasis.

Greek.—II.

Three hours.

DR. BROMBY, *Examiner.*

EURIPIDES—Medea. HOMER—Iliad IV.

1. Translate—

Ἔρωτες ὑπὲρ μὲν ἄγαν ἐλθόντες οὐκ εὐδοξίαν
οὐδ' ἀρετὰν παρέδωκαν ἀνδράσιν· εἰ δ' ἄλις ἔλθοι
Κύπρις, οὐκ ἄλλα θεὸς εὐχαρις οὕτω.
μήποτ', ὧ δέσποιν', ἐπ' ἐμοὶ χρυσέων τόξων ἐφείης
ἡμέρῳ χρίσας' ἄφυκτον οἰστόν.
στέργου δέ με σωφροσύνα, δώρημα κάλλιστον θεῶν.
μηδέ ποτ' ἀμφιλόγους ὀργὰς ἀκόρεστά τε νείκη
θυμὸν ἐκπλήξας' ἑτέροις ἐπὶ λέκτροις
προσβάλοι δεινὰ Κύπρις, ἀπτολέμους δ' εὐνὰς σεβίζουσ'
ὀξύφρων κρίνοι λέχη γυναικῶν.

2. From what two sources did Greek Tragedy draw its origin? At what festivals were the tragic dramas exhibited? Why were tragic writers called διδάσκαλοι?

3. Translate—

τί δέ μοι ζῆν ἔτι κέρδος;
φεῦ φεῦ θανάτῳ καταλυσάίμαν
βιοτὰν στυγεράν προλιποῦσα.

Enumerate the contract verbs in *aw* which in Attic Greek retain the *η* in the infinitive. What difference in meaning would the introduction of *αν* into the second line make? What is the dialect? Give the exact metrical names to the last two lines.

4. Translate—

ἀλλὰ βᾶσά νιν
δεῦρο πόρευσον οἴκων
ἔξω, φίλα, καὶ τάδ' αὖδα
σπεύσον, πρίν τι κακῶσαι
τοὺς ἔσω· πένθος
γὰρ μεγάλως τόδ' ὀρμάται.

When adverbs are used as prepositions, what case do they generally govern? Is *τάδε* employed here in its usual sense? Has *πρίν* any other construction? State the limitation to the present one.

5. Translate—

δίκη γὰρ οὐκ ἔνεστιν ὀφθαλμοῖς βροτῶν
ὅστις, πρίν ἀνδρὸς σπλάγχχνον ἐκμαθεῖν σαφῶς,
στυγεῖ δεδορκώς, οὐδὲν ἡδικομένος.

Supply the ellipsis. What are atonics? Give five examples.

When can the same word have two accents? Accent *εγωδα, ουμος*.

6. How are desiderative verbs formed in Greek? Give an example.

7. Ἐχω makes in the future ἔξω. If the aspirate belongs to the root, account for its absence in the present and aorist.

8. What verbs or classes of verbs take a participle after them in Greek?

9. What cases do παρά and μετά take after them in Greek, and with what difference of meaning? What are their prevailing meanings in composition?
10. Derive ἐξηγῆσθαι, αὐθάδους, οἰακιστρός, ἀνώματος, ἀλάστορας.
11. What is the difference between κεκτήσθαι and κτήσασθαι; φράζειν and φράζεσθαι; δεσπότης and δεσπότης — εἰπεῖν; ξύνουδα and ξυνωδά; and according to their accent, σίγα and σίγα; καὶν and καὶν; πόσι and ποσί.
12. Translate λόγους ἀναλοῖς — πάγχρυσον ἀμφέπων δέρας — οἷσθ' ὥς μετεύξει καὶ σοφωτέρα φανεῖ; — τί δὴτ' ἔχρησε; — μεθέστηκεν χόλος — γυνὴ δὲ Σῆλυ, κατὰ δακρύοις ἔφυ — τί συγχυθεῖς ἔστηκας — εὐδαίμονοιτον.

To what use is the dual number limited in Greek?

13. Translate—

- (a) "Εὐθα δ' ἄμ' οἰμωγὴ τε καὶ εὐχολὴ πέλεν ἀνδρῶν
Ὀλλύντων τε καὶ ὀλλυμένων, ῥέε δ' αἵματι γαῖα.
Ὡς δ' ὅτε χεῖμαρροι ποταμοὶ κατ' ὄρεσφι ῥέοντες
Ἔς μισγάγκειαν συμβάλλετον ὄβριμον ὕδωρ
Κρουνῶν ἐκ μεγάλων, κοίλης ἔντοσθε χαράδρης·
Τῶν δὲ τε τηλόσε δούπον ἐν οὐρεσιν ἔκλυε ποιμήν·
Ὡς τῶν μισγομένων γένετο ἰαχὴ τε πόνος τε.
- (b) — ὁ δ' ἐν κονίησι χαμαὶ πέσεν, αἴγειρος ὧς,
"Ἡ ρά τ' ἐν εἰαμενῇ ἔλεος μέγαλοιο πεφύκει
Δεῖν, ἀτὰρ τέ οἱ ὄζοι ἐπ' ἀκροτάτῃ πεφύασιν·
Τὴν μὲν θ' ἄρματοπηγὸς ἀνὴρ αἰθωνι σιδήρῳ
Ἐξέταμ', ὅφρα ἔτν κάμψῃ περικαλλεῖ δίφρῳ·
Ἡ μὲν τ' ἀζομένη κεῖται ποταμοῖο παρ' ὄχθας.
- (c) Ἀμφοτέρῳ δὲ τένοντε καὶ ὅστέα λᾶας ἀναιδῆς
Ἀχρὶς ἀπηλοίησεν· ὁ δ' ὕπτιος ἐν κονίῃσιν
Κάππεσεν, ἄμφω χεῖρε φίλοις ἐτάροισι πετάσας,
Θυμὸν ἀποπνείων. Ὁ δ' ἐπέδραμεν ὅς ρ' ἔβαλέν περ,
Πείροος, οὗτα δὲ δουρὶ παρ' ὀμφαλόν· ἐκ δ' ἄρα πᾶσαι
Χύντο χαμαὶ χολάδες, τὸν δὲ σκότος ὅσσε κάλυψεν.

14. Derive μισγάγκεια, χαράδρη, ἄρματοπηγός.

15. Parse ῥέοντες, ἔξεταμε, χύντο.

French.

Three hours.

DR. DOBSON, Examiner.

1. Give a short account of the life of Racine. Give the names of some of his other writings.

2. Translate—

LE CHŒUR

(chante au son de toute la symphonie des instruments.)

Que du Seigneur la voix se fasse entendre ;
Et qu'à nos cœurs son oracle divin
Soit ce qu'à l'herbe tendre
Est, au printemps, la fraîcheur du matin.

JOAD.

Cieux, écoutez ma voix ; terre, prête l'oreille.
Ne dis plus, ô Jacob, que ton Seigneur sommeille.
Pécheurs, disparaissez : le Seigneur se réveille.

(Ici recommence la symphonie, et Joad aussitôt reprend la parole.)

Comment en un plomb vil l'or pur s'est-il changé ?
Quel est dans le lieu saint ce pontife égorgé ?
Pleure, Jérusalem, pleure, cité perfide
Des prophètes divins malheureuse homicide.

De son amour pour toi ton Dieu s'est dépouillé.
 Ton encens à ses yeux est un encens souillé.
 Où menez-vous ces enfants et ces femmes ?
 Le Seigneur a détruit la reine des cités.
 Ses prêtres sont captifs, ses rois sont rejetés.
 Dieu ne veut plus qu'on vienne à ses solennités.
 Temple, renverse-toi. Cèdres, jetez des flammes.
 Jérusalem, objet de ma douleur,
 Quelle main en un jour t'a ravi tous tes charmes ?
 Qui changera mes yeux en deux sources de larmes
 Pour pleurer ton malheur ?

3. Translate the following words :—Péché, pécheur, pécher, pêcheur, pêcher, pêche.
4. Give the infinitive and the present and past participles of *dis*, *disparaissez*, *détruit*. Distinguish between *embraser* and *embrasser*.
5. Translate—

Tel en un secret vallon,
 Sur le bord d'une onde pure,
 Croît à l'abri de l'aquilon,
 Un jeune lis, l'amour de la nature,
 Loin du monde élevé, de tous les dons des cieux
 Il est orné dès sa naissance ;
 Et du méchant l'abord contagieux
 N'altère point son innocence.

6. Translate—

On faisait des sorties, et quelquefois avec succès ; on fit jouer une mine ; mais ce qui rendit la ville imprenable, c'était l'approche du czar qui s'avancait avec soixante et dix mille combattants. Charles XII. alla les reconnaître le 27 juin, jour de sa naissance, et battit un de leurs détachements ; mais encore comme il retournait à son camp, il reçut un coup de carabine, qui lui perça la botte, et lui fracassa l'os du talon. On ne remarqua pas sur son visage le moindre changement qui pût faire soupçonner qu'il était blessé ; il continua à donner tranquillement les ordres et demeura encore près de six heures à cheval. Un de ses domestiques s'apercevant que le soulier de la botte du prince était tout sanglant, courut chercher des chirurgiens ; la douleur du roi commençait à être si cuisante, qu'il fallut l'aider à descendre de cheval ; et l'emporter dans sa tente.

7. Give the present and past participles of *répartir*, *repartir*, *ressortir* to be under the jurisdiction of, *ressortir* to go out again, *connaître*, *savoir*, *battre*, *bâtir*, *resoudre*, *dormir*.
8. Translate into French :—

Do you wish me to dye this gown brown ?
 Do you think that I shall receive an answer to-day ?
 Did you get up late this morning ?
 It is very windy.
 The thunder prevented my sleeping.
 Does your cousin know how to speak French ?
 Is your eldest sister married ? Yes, she married a Spaniard.

9. Translate into French :—

Philip 2, King of Spain, having gone to the Escorial with a numerous suite, intending to spend some weeks there, gave orders that no soldier of his guard should go to Madrid without having obtained the permission of the king. A young lieutenant, who did not wish to disclose his motives in making a trip thither, set out without saying anything, and came back three days afterwards hoping that his absence had not been noticed. But he was mistaken ; for hardly had he got back when the king sent for him and asked him in a severe tone why he had gone to Madrid without his leave. "Because your Majesty would not have given it," he replied, with such perfect coolness that the king was obliged to laugh, and he contented himself by telling him to be a little more attentive to discipline in future.

10. Translate—

Here is a well-written letter.
 We have played in the garden.
 The towns have been destroyed.
 My uncle has received your letters.
 These are the letters which my uncle has received.

11. Give the rule for the agreement of the past participle with the object of the verb in compound tenses.

12. Translate into English—

Elle fut réveillée par une sérénade qui faisait trembler les vitres de l'hôtel. Au premier moment son esprit, alangui par la fatigue, demeura suspendu entre le rêve et la réalité. Il arrive souvent que le dormeur, au lieu d'ouvrir franchement les yeux, s'arrête et se retient sur la limite du pays des songes encadrant dans une fable improvisée l'événement qui est venu troubler son repos. Emma se figura, qu'elle était à St. Denis dans une classe surveillée par son père. Chaque élève avait devant elle des billets de banque reliés en volume; la pluie fouettait les carreaux, et ruisselait le long du verre en larges pièces d'or.

EDMUND ABOUT'S "Trente et Quarante."

13. Write out the present tense of the subjunctive mood of *prévaloir*, and the present indicative of *dire*, *maudire*, and *médire*.

German.

Three hours.

DR. DOBSON, *Examiner*.

1. STAUFFACHER (stürzt in ihre Arme).

Wer solch ein Herz an seinen Busen drückt,
Der kann für Herd und Hof mit Freuden fechten,
Und keines Königs Heermacht fürchtet er—
Nach Uri fahr ich stehndes Fusses gleich;
Dort lebt ein Gastfreund mir, Herr Walther Fürst,
Der über diese Zeiten denkt, wie ich.
Auch find' ich dort den edlen Bannerherrn
Von Altinghaus—obgleich von hohem Stamm,
Liebt er das Volk und ehrt die alten Sitten.
Mit ihnen beiden pfleg' ich Rath's, wie man
Der Landesfeinde muthig sich erwehrt—
Leb' wohl—und weil ich fern bin, führe Du
Mit klugem Sinn das Regiment des Hauses—
Dem Pilger, der zum Gotteshause wallt,
Dem frommen Mönch, der für sein Kloster sammelt,
Gib reichlich und entlass ihn wohlgepflegt.

2. Decline Rath's, Stamm, Bannerherrn, Sitten, Regiment. Parse gib, entlass, wohlgepflegt, Rath's.
3. Decline mein schöner Garten, ihre liebliche Schönheit, das grosse Haus, der tapfere Soldat.
4. Give the principal rules for the formation of the plural of masculine nouns substantive in German.
5. Translate—

RUDENZ.

Ihr könntet Euch entschliessen, hier zu leben,
In meinem Vaterlande mein zu sein?
O Berthe, all mein Sehnen in das Weite
Was war es, als ein Streben nur nach Euch?
Euch sucht' ich einzig auf dem Weg des Ruhms,
Und all mein Ehrgeiz war nur meine Liebe.
Könnt ihr mit mir Euch in dies stille Thal
Einschliessen und der Erde Glanz entsagen—
O dann ist meines Strebens Ziel gefunden.
Dann mag der Strom der wildbewegten Welt
Ans sichere Ufer dieser Berge schlagen,
Kein flüchtiges Verlangen hab' ich mehr
Hinaus zu senden in des Lebens Weiten.
Dann mögen diese Felsen um uns her
Die undurchdringlich feste Mauer breiten,
Und dies verschloss'ne sel'ge Thal
Zum Himmel offen und gelichtet sein.

6. Parse könntet, entschliessen, Erde, schlagen, hinaus zu senden, Felsen, Thal.

7. Give a short outline of the plot of the play of William Tell.

8. Translate—

THOAS. So geht!

IPHIGENIE. Nicht so, mein König! Ohne Segen,
In Widerwillen, scheid' ich nicht von dir.
Verbann uns nicht! Ein freundlich Gastrecht walte
Von dir zu uns; so sind wir nicht auf Ewig
Getrennt und abgeschieden. Werth und theuer,
Wie mir mein Vater war, so bist Du's mir,
Und dieser Eindruck bleibt in meiner Seele.
Bringt der Geringste deines Volkes je
Den Ton der Stimme mir in's Ohr zurück,
Den ich an Euch gewohnt zu hören bin,
Und seh' ich an dem Aermsten Eure Tracht;
Empfangen will ich ihn wie einen Gott,
Ich will ihm selbst ein Lager zubereiten,
Auf einen Stuhl ihn an das Feuer laden,
Und nur nach dir und deinem Schicksal fragen.

GOETHE.—"Iphigenie auf Tauris."

9. Give the principal parts of the verbs laden, biegen, ziehen, fliehen, bringen, fragen, bieten, beten, sprechen, gelingen.

What is the difference between Ich glaube dass er kommen werde, and Ich glaube dass er kommen wird?

What is the force of denn in such expressions as Was ist denn die Ursache? and of doch in, Bringen Sie mir doch ein Glas?

10. What is the force of the particles ent, ver, zer in composition? and give an example of each.

11. Translate into German:—

In a village some five miles from Aberdeen not far from the banks of the Dee, the minister of the place was standing one Sunday in the pulpit, and was going to begin to preach, when a bible was handed to him in which a sheet of paper lay. Thinking that something might be written on the paper for him to announce to the congregation, he ran his eye quickly over the sheet, and then he shut the book with perceptible embarrassment. He began to preach, but he frequently broke off a sentence which he had commenced and began another. He made an effort and succeeded in getting a complete sentence out, but the next one was again left unfinished. His confusion kept on increasing. At last he said Amen, and stepped from the pulpit. The people, who had never before seen him in such a state, were much astonished, and did not know what to think. The reader will, however, find it very intelligible when he learns what was written on the paper. "Yesterday morning I was murdered by the sexton and the schoolmaster. They threw my body into the Dee. God will be my avenger.—(Signed) BRUSH."

12. Translate into German—

I ought to have done it.
Where is the house which is to be sold?
How much does that sugar cost a pound?
Riding is an agreeable exercise.
He cried instead of laughing.
He went out without asking me.
I knew him to be a sincere Christian.
I see a man selling fish.
He left without paying.

Italian.

Three hours.

CHARLES H. PEARSON, Esq., M.A., *Examiner*.

SILVIO PELLICO—Le Mie Prigioni.

1. La frottola della grazia non sapeva immaginarmi perchè fosse stata inventata. Un puro divertimento del giornalista non *parea* verisimile; era forse una qualche astuzia delle polizie tedesche? Chi lo sa? *Questi* pensieri m' intenerivano, e mi straziavano il cuore. Pur troppo, le mie sventure potevano avere *influito* ad abbreviare i giorni del padre o della madre, o d' *entrambi*! Più ci pensava, e più mi pareva impossibile che senza siffatta perdita la mia Marietta avesse abbandonato il tetto paterno. Questa idea m' opprimeva quasi certezza, ed io *caddi* quindi nel più angoscioso lutto. Maroncelli n' era commosso non meno di me. Qualche giorno appresso ei *diedesi* a comporre un lamento poetico sulla sorella del prigioniero. *Riuscì* un bellissimo poemetto spirante melanconia e compianto. Quando l' *ebbe* terminato, me lo recitò. Oh come gli fui grato della sua gentilezza!
2. Parse the words in Italics.
3. Give the nominatives plural of schioppo, re, albergo, fuoco, fornajo, uomo, bue, pane, maschera, tasca.
4. Explain the terminations one, otto, ame, acciaio, uccio, ino, and etto. Give instances.
5. Give the present, past, and future tenses of stare, morire, proporsi, and riuscire.
6. Explain the uses of già, poi, pure, bello, and via.
7. When does the relative *che* govern the indicative and when the subjunctive?
8. "The horses have been found." Translate this into Italian, and explain the rule for the concord of the past participle.
9. Translate—
 Voltosi poi a Renzo col sopracciglio spianato e colla cera fatta in un tratto ridente, che pareva volesse dire, "Oh noi sì che siamo amici! gli susurrò di nuovo; "Giudizio; fate a mio modo; non vi guardate attorno; fidatevi di chi vi vuol bene: andiamo." E il convoglio si avviò.
 Però di tante belle parole Renzo non credette niente, nè che il notaio volesse più bene a lui che i birri, nè che avesse intenzione di ajutarlo: niente: comprese benissimo, che il galantuomo temendo non si presentasse per via qualche buona occasione di scappargli dalle mani, metteva innanzi quei bei motivi per istornar lui dallo starsi attento e da approfittarne. Di modo che tutte quelle esortazioni non servirono ad altro che a persuader più chiaramente a Renzo ciò che egli s'era già proposto in nube, di far tutto il contrario.
10. Translate into Italian—

The general replied: "You speak to the French army, as a conqueror might speak to the conquered. The truce is broken, since you have broken the agreements. To-morrow we shall march against the city." Having said this he dismissed them. In the camp were sundry Neapolitans, who talking with flattering words of liberty to the envoys, had received defiant replies; and both parties inflamed with mutual contempt, threatened to exterminate one another. The envoys reported these angry altercations to the Senate.

Pure Mathematics.—I.

Three hours.

Dr. BROMBY, *Examiner*.

ALGEBRA.

1. Multiply $x^2 + ax + b$ by $x^2 - ax + c$, and arrange the product with brackets according to descending powers of x .
2. Divide $3x^3 + 4abx^2 - 6a^2b^2x - 4a^3b^3$ by $x + 2ab$.
3. Extract the square root of $49x^4 - 28x^3 - 17x^2 + 6x + \frac{9}{4}$.

4. Find the highest common factor of $6ax^4 - 20ax^3 + 18ax^2 - 4ax$ and $4ax^4 - 14ax^3 + 4ax^2 + 16ax$.
5. Simplify $\frac{x + \sqrt{x^2 - 1}}{x - \sqrt{x^2 - 1}} - \frac{x - \sqrt{x^2 - 1}}{x + \sqrt{x^2 - 1}}$.
6. Solve the equations—
- $$\begin{array}{ll} (a) \quad a + x + \sqrt{a^2 + bx + x^2} = b. & (b) \quad \frac{2x - y}{7} + 3x = 2y - 6 \\ (c) \quad \frac{3x - 2}{2x - 5} + \frac{2x - 5}{3x - 2} = \frac{10}{3}. & \frac{y + 3}{5} + \frac{y - x}{6} = 2x - 8 \end{array} \quad \left. \vphantom{\begin{array}{l} (a) \\ (c) \end{array}} \right\}$$
7. Find two numbers whose sum is 5, such that the product of the sums of their squares and cubes may be 455.
8. Prove the truth of the Binomial Theorem when the exponent is a positive integer.
9. If the arithmetic mean between a and b be twice the harmonic, prove that $\frac{a}{b} = \frac{\sqrt{2} + 1}{\sqrt{2} - 1}$.
10. If x be to y in the duplicate ratio of a to b ; and a be to b in the subduplicate ratio of $a + x$ to $a - y$; prove that $2x : a :: x - y : y$.
11. Show how a ratio whether of greater or less inequality is affected by adding the same quantity to both terms.
12. Prove that any number consisting of three figures is divisible by 13, if the first and last digits be the same and the sum of the first and second be a multiple of 13.

Pure Mathematics.—II.

Four hours.

DR. BROMBY, *Examiner*.

EUCLID—Books I.—IV. inclusive. ARITHMETIC.

1. If two triangles have two sides of the one equal to two sides of the other each to each, and have also the angle contained by the first two equal to the angle contained by the other two; then shall the third sides be equal.
2. Construct a parallelogram equal to a given rectilinear figure, and having an angle equal to a given rectilinear angle.
3. If a straight line be divided into any two parts, the rectangle contained by the whole line and one of the parts is equal to the rectangle contained by the two parts together with the square of the aforesaid part.
4. Describe a square that shall be equal to a given rectilinear figure.
5. The angle at the centre of a circle is double of the angle at the circumference on the same base.
6. On a given straight line describe a segment of a circle containing an angle equal to a given rectilinear angle.
7. Inscribe a circle in a given triangle.
8. Inscribe a regular quindecagon in a given circle.
9. Upon a given straight line construct an isosceles triangle each of whose sides shall be three times the given base.
10. If from the extremities of any diameter of a circle two tangents be drawn and any other tangent be drawn cutting them; then the straight lines joining the points of intersection with the centre of the circle shall contain a right angle.

N.B.—The full working of the following questions must be sent up.

1. Reduce to its simplest form—

$$\frac{21}{22} \left(\frac{2}{3} - \frac{4}{7} + 4\frac{1}{2} \right) \times \left(\frac{1}{31} + \frac{1}{3} - \frac{2}{7\frac{1}{2}} \right)$$

2. Divide $\cdot 010101$ by $\cdot 02$. Verify the result by converting each number into a vulgar fraction and dividing again.
3. Add together $\frac{3}{4\frac{1}{2}}$ of 4s. 7d., $2\cdot 35$ of 1s., and $\cdot 2375$ of £1; and reduce the result to the decimal of half a guinea.
4. Find the value of $\cdot 04 \div \cdot 769230$.
5. Divide 5 miles 20 poles 3 yds. 6 in. by 3 and express the result in furlongs.
6. The price of $\cdot 0625$ lbs. of tea is $\cdot 458\bar{3}$ shillings; what quantity can be bought for £61 12s.?
7. If two men can do as much work in the same time as 3 women; and 3 women can finish a work in 40 days; how long will it take 3 men and 5 women to finish it?
8. Assuming that the circumference of a circle is to its diameter as $3\cdot 1416 : 1$, find how many revolutions a carriage wheel whose diameter is 3 feet will make in four miles.

Mathematics.—III.

Four hours.

DR. BROMBY, *Examiner*.

EUCLID, VI. & XI. TRIGONOMETRY. LOGARITHMS.

- If the exterior angle of a triangle, made by producing one of its sides, be bisected by a straight line which also cuts the base produced, the segments between the dividing line and the extremities of the base shall have the same ratio which the other sides of the triangle have to one another.
- Equal parallelograms which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional.
- Parallelograms which are equiangular to one another have to one another the ratio which is compounded of the ratios of their sides.
- The rectangle contained by the diagonals of a quadrilateral figure inscribed in a circle is equal to both the rectangles contained by its opposite sides.
- From the same point in a given plane there cannot be two straight lines at right angles to the plane on the same side of it: and there can be but one perpendicular to a plane from a point without the plane.
- If a straight line be at right angles to a plane, every plane which passes through it shall be at right angles to that plane.
- Describe a circle which shall pass through two given points and touch a given straight line.
- Let the angle BAC be bisected by the straight line AD , and through any point D in this line draw $GFDE$ meeting AG a perpendicular to AD in G and the sides in F and E : then shall $GE : EF :: ED : FD$.
- Define a tangent and trace its changes in value and Algebraic sign through the four quadrants.
- Investigate the numerical value of $\sin 60^\circ$ and $\cos 60^\circ$, and prove that $\cos (30 - a) - \cos (30 + a) = \sin a$.
- Prove the proposition required in the previous question that $\cos (A + B) = \cos A \cos B - \sin A \sin B$, and deduce the value of $\cos 2A$ in terms of $\cos A$.
- Prove that $\frac{\cos 2a}{1 + \sin 2a} = \frac{1 - \tan a}{1 + \tan a}$ for all values of a .

13. Wishing to know the height of a tower AB which stood upon a slope I measured from its base a distance $BC = 40$ feet and another distance CD in the same straight line $= 60$ feet. I also observed the angles $ACB = 34^\circ 18' 19''$ and $ADB = 19^\circ 14' 52''$. What was the height of the tower?
14. A ship sailing towards the north observes two light-houses in a line due west. After an hour's sailing the bearings of the light-houses are observed to be south-west and south-south-west. The distance between the light-houses is known to be 8 miles; find the rate at which the ship is sailing.

Natural Philosophy.

Three hours.

DR. BROMBY, *Examiner*.

1. Enunciate the principle of the Parallelogram of Forces: and show fully how its truth is established.
2. Three forces act perpendicularly to the sides of a triangle at the middle points, and each is proportional to the side on which it acts. Show that they will keep each other at rest.
N.B.—In this problem, the principle of the Triangle of Forces may be taken for granted.
3. If a balance be untrue owing to the shifting of the fulcrum from its middle point, prove generally that the true weight of any body is a mean proportional between its apparent weights when weighed at either end.
4. Find the centre of gravity of three particles of equal weight placed at the three angles of an isosceles right-angled triangle, whose hypotenuse is equal to 18 feet.
5. A weight $5W$ is attached to two strings, whose lengths are $AD = 4$ feet, $BD = 3$ feet, at point D ; the other ends of the string being fastened to the extremities of a uniform straight lever of weight $2W$, whose arms AC , BC are 2 and 3 feet respectively. Find the force which acting vertically at A shall keep the lever at rest in a horizontal position.
6. Find the ratio between the power and weight in toothed wheels when the teeth are small.
Three toothed wheels are so adjusted that the first whose radius is 2 ft., turns the second whose radius is 5 ft., and the second turns a third whose radius is 4 ft. The first is turned by a winch whose arm is 3 ft., and into the third an axle is inserted whose radius is one foot. Find what weight can be raised on this axle by a power P at the winch.
7. A plane is inclined at an angle of 30° to the horizon and on it a weight W is supported by a string above the plane inclined to it at an angle of 30° . Find the relation between P and W .
8. What is the measure of accelerating force generally? What number represents the force of gravity at the surface of the earth?
9. On a plane of ice rising 9 in 16, find how long a body would be in slipping down 147 yards.
[N.B.—For problems use the integral value for g .]
10. A shot is fired horizontally from the top of a tower 400 feet high. With what velocity must the shot leave the cannon's mouth that it may strike an object on the plane below, whose horizontal distance is 1155 yards?
11. A body slides from rest down an inclined plane of 30° for 50 feet, when meeting the horizontal plane it shoots along without losing any of the velocity it had acquired: find how far it will be from the foot of the plane at the end of three seconds from the time it began to move.
12. Sketch and describe fully Brahmah's Press.
13. A diamond ring weighs $69\frac{1}{2}$ grains, and when weighed in water $64\frac{1}{2}$; if the sp. gr. of gold be 16.5 and of diamond 3.5, find weight of diamond.
14. If the density of air in a single-barreled air-pump be diminished to $\frac{1}{16}$ th of what it was after 4 turns; compare volumes of receiver and barrel.

Geology.

Three hours.

DR. BROMBY, *Examiner.*

1. Define the following geological substances:—Tufa, dolomite, graphite, cornbrash, sinter, porphyry, gneiss, steatite, gypsum, muschekalk, galena, travertine, obsidian.
2. Explain the meaning of the following terms:—Moraine, cataclysm, crannoge, saccharoid, vesicular, laminated, scoriaceous, foliated, poikilitic, ferruginous, hypozoic, reniform.
3. Enumerate the twelve systems into which the earth's crust has been divided. Bracket them into periods; and subdivide the Oolitic, the Permian, and the Metamorphic into groups. At what point occurs the most marked change in the fossiliferous series of rocks?
4. To what order of rock belong the "Leekstones?" To what economical use were they at one time turned? By what material have they been in this respect superseded?
5. To what group do you refer the Caen stone? To what use is it applied? What is the meaning of the terms pif, paff, pouf, as used in Normandy?
6. What is the density of the earth's crust? What the mean density of the whole earth's mass? Is this difference adequately accounted for by compression? What other causes affecting condensation may be in operation?
7. Enumerate the chief constituents of sea-water; give its mean specific gravity. At what degree F. does it freeze? What is its mean temperature at 2000 fathoms deep? Give in sq. miles the superficial extent of land and sea.
8. In what parts of the world are the following substances found in considerable masses—Nitrate of soda, borax, mineral pitch, sal ammoniac? What commercial products are obtained from the springs of the Irawaddi and of the Caspian?
9. In what geological formations occur the richest metalliferous veins?
10. What technical names would you give to the following substances:—
 - (a) An amorphous friable compound of lime and clay.
 - (b) The same when more consolidated and assuming a laminated structure.
 - (c) The same when assuming a hard and semi-crystalline character.
 - (d) Aggregated masses of gravel and pebbles.
 - (e) Agglutinated masses of angular fragments.
 - (f) An intimate admixture of flint and limestone.
 - (g) The froth of volcanic eruptions after cooling.
11. Describe the Cheshire salt beds, giving dimensions of length, breadth, and thickness.
12. Describe (and sketch) a nummulite, a planorbis, a nodosaria, a globigerina, a belemnite, a gryphaea, a cidaris, an epiornis, an avicula, a trigonia, an encrinite, a labyrinthodon, a goniatite.

Drawing.

FROM MODEL.

Three hours.

Sketch the plaster cast given, to the size of the original, and shade as far as time will permit.

FROM THE FLAT.

Two hours.

Copy in clear, bold outline the example of "Freehand Ornament" given, increasing the size as directed.

PERSPECTIVE.

Two hours.

1. Give a definition of linear perspective, and explain therein the difference between "angular" and "parallel." Make sketches of cubes to illustrate these two terms.
2. Explain the terms "transparent plane," "horizontal line," "line of direction," "vanishing point," "perspective centre," and "point of distance."
3. Looking along a straight road, in what direction would the lines of the pavement and buildings on either side tend, and where would they ultimately terminate? Give an illustration, and show the horizontal line, points, &c. in the sketch.
4. Draw a row of five cubes standing one behind the other, in line, but not touching, supposed to be on the table before you, to your right; the first one to be *within* the transparent plane. Dot in all constructional lines, and pencil the cubes firmly.

TASMANIAN COUNCIL OF EDUCATION.

Hobart Town, 22nd April, 1875.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1876.

THE Council of Education have directed the publication of the following Regulations and Scheme of Examination for the Degree of Associate of Arts for the year 1876.

By Order of the Council,

GEORGE RICHARDSON, *Secretary.*

REGULATIONS.

The Degree of Associate of Arts shall be open to persons of any age: but Candidates for that Degree above the age of nineteen years, who may take honors, shall be placed in separate class lists, and shall not be eligible for any Prizes that may be awarded by the Council.

In determining the Classes, account will be taken of every part of the Examination, including the Preliminary Examination; but no credit will be given for knowledge in any subject unless the Candidates pass in that subject, attaining the standard of marks to be fixed by the Council.

Every successful Candidate for the Degree of Associate of Arts shall receive a Certificate of having obtained such Degree; and such Certificate shall be under the Seal, and signed by the President of the Council. The Certificate shall specify the subjects in which the Candidate has passed, and the Class attained.

The examination of those Students who have satisfactorily passed the preliminary examination will comprise the subjects mentioned in the following sections, in four of which, at least, the Candidate must pass:—

- | | |
|----------------------|---|
| 1. English. | 8. The Elementary Principles of Hydrostatics and Mechanics. |
| 2. Latin. | 9. The Elements of Chemistry. |
| 3. Greek. | 10. Zoology and Botany. |
| 4. French. | 11. Geology. |
| 5. German. | 12. Drawing. |
| 6. Italian. | 13. Music. |
| 7. Pure Mathematics. | |

SCHEME of Examination for the Year 1876.

PRELIMINARY EXAMINATION.

Previously to the Examination for the Degree of Associate of Arts, every Candidate will be required to satisfy the Examiners in—

1. Reading aloud a passage from some English prose author.
2. Writing from dictation.
3. The Analysis and Parsing of a passage from some standard English author.
4. The first four Rules of Arithmetic, Simple and Compound.
5. Geography. Under this head a competent knowledge will be required of the chief ranges of mountains, the principal rivers, the principal towns, and the coast-line of England, Scotland, Ireland, Europe, Asia, Africa, North America, South America, Australasia.
6. The outlines of English History since the Conquest; that is to say, the succession of Sovereigns, the chief events, and some account of the leading men in each reign.

ORDINARY EXAMINATION.

1. **ENGLISH.**—*Language.*—The Candidate will be examined in *Shakespeare's Merchant of Venice*, with Questions on the Etymology and Grammatical construction of the Language; and will be required to write a short original Composition, or a Report founded upon some abstract of facts furnished to him. Books recommended: *Merchant of Venice*, (Clarendon Press Series); Morell's Grammar and Analysis with the Exercises, (Constable.) *History.*—History of England, from accession of Henry III. to accession of Henry VII. Book recommended: Smith's Student's Hume, (Murray), 7s. 6d. *Geography.*—Physical, Commercial, and Political Geography. Book recommended: Cornwell's School Geography, (Simpkin & Co.), 3s. 6d.

2. **LATIN.**—Virgil, *Æneid*, Book VI., Horace, *Odes*, Books I. and II.; Cæsar, *De bello Gallico*, Books IV. and V. Questions will also be given on the Language, and the historical and geographical allusions. A passage for translation from some other Latin author; and passages of English for translation into Latin Prose and Verse. Candidates to pass in Latin need not present Horace, but must present it as well as the other books to obtain a *First Class in Latin*.

3. GREEK.—Xenophon, *Anabasis*, Book V.; Euripides, *Medea*. Homer's *Iliad*, Book IV. Questions on the Language, and the historical and geographical allusions. A passage for translation from some other Greek author. Candidates to pass in Greek need not present Euripides, but must present it as well as the other books to obtain a *First Class in Greek*.

4. FRENCH.—Voltaire, *Charles XII.*, Books 7 and 8; Racine, *Athalie*. Questions on the Language, and the historical and geographical allusions; a passage from some other French author for translation into English, and from some English author into French.

5. GERMAN.—Schiller, *William Tell*. Questions on the Language, and the historical and geographical allusions; a passage from some other German author for translation into English, and from an English author into German.

6. ITALIAN.—Silvio Pellico, *Le Mie Prigioni*, with questions on the Language, a passage from some other Italian author for translation into English, and from an English author into Italian.

7. PURE MATHEMATICS.—(a) Arithmetic and Algebra, (b) Euclid, Books I. II. III. IV. VI. XI., to the end of Proposition 21, Plane Trigonometry, and the use of Logarithms. Books recommended: Colenso's Trigonometry, 1st Part, (Longman), 3s. 6d., or J. Hamblin Smith's Elementary Trigonometry, (Rivingtons), 4s. 6d. Candidates to pass in Mathematics need not present Euclid, Books VI. and XI., Plane Trigonometry, and the use of Logarithms, but must present them as well as the other subjects to obtain a *First Class in Mathematics*.

8. NATURAL PHILOSOPHY.—Newth's First Book of Natural Philosophy,—not including the Eighth and Ninth Chapters.

9. CHEMISTRY.—Inorganic Chemistry. Book recommended—Wilson's Chemistry, by Madan, (Chambers), 4s.

10. ZOOLOGY AND BOTANY.—Elementary questions will be set on the description and classification of animals, their habits and geographical distribution; and on the mercantile and industrial uses of animal products. Also, the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description. Books recommended: Milne Edwards's Zoology. (Renshaw), 8s. 6d., and Lindley's Elements of Botany, (Bradbury), 9s.

11. GEOLOGY.—Book recommended—Page's Advanced Text Book of Geology, (Blackwood), 5s.

12. DRAWING.—Drawing from the Flat, from Models, and in Perspective. A fair degree of skill in freehand Drawing will be required in order that a Student may pass in this section. Books recommended: J. R. Dicksee's Linear Perspective for use of Schools, 8vo., (Virtue), 5s., and R. S. Burn's Illustrated Drawing Book, 8vo., (Ward & Lock), 2s.

13. MUSIC.—A knowledge of the Elements of Harmony and Musical Composition will be required; questions will also be set upon the history and principles of the Art. Books recommended: Currie's Elements of Musical Analysis, (Simpkin & Co.), Parts I. and II., 2s. each, and Sir F. A. G. Ouseley's Treatise on Harmony, (Macmillan), 10s.

SCALE OF MARKS.

		Full Marks obtainable.
1. English	{ Language	600
	{ History	250
	{ Geography.....	250
2. Latin		800
3. Greek		800
4. French.....		550
5. German		550
6. Italian		550
7. Pure Mathematics	{ (a) Arithmetic and Algebra.....	500
	{ (b) Euclid and Trigonometry	500
8. Elementary Principles of Hydrostatics and Mechanics		250
9. Chemistry		250
10. Zoology and Botany		250
11. Geology		250
12. Drawing		200
13. Music		200
		Marks.
Standard for First Class		2350
Standard for Second Class		1900
Standard for Third Class		1350