1883.

TASMANIA.

HOUSE OF ASSEMBLY.

COUNCIL OF EDUCATION EXHIBITIONS:

REPORT FOR 1883.

Laid upon the Table by the Premier, and ordered by the House to be printed, July 24, 1882.

COUNCIL OF EDUCATION EXHIBITIONS.

THE Council of Education has directed the publication of the following Report of the Examiners appointed to conduct the Examination of Candidates for Exhibitions.

The Council has decided, on the recommendation of the Examiners, to award to

ALFRED THOMAS HARRIS,
ARTHUR JOHN LEWIS BURBURY,
WILLIAM JOSHUA TILLEY STOPS,
FRANCIS GRAHAM MOON CHANCELLOR,
CHARLES ALFRED HOGG,

each an Exhibition of the value of £20 per annum, tenable for four years from the 1st proximo, subject to the conditions laid down in the Council's Regulations, dated 21st June, 1882.

By Order of the Council,

GEORGE RICHARDSON, *Secretary.*

REPORT OF THE EXAMINERS.

WE have the honour to present to the Council of Education a Report of the Twenty-third Annual Examination for Exhibitions.

Fifteen Candidates, of whom three were girls, presented themselves for examination. Eleven were examined in Hobart, and four in Launceston. Three of the former failed to pass the Preliminary Examination.

We have to remark as follows on the work done in the several subjects :—

English.—Good papers were sent up by Stops and Burbury, and very fair ones by Harris and Hogg. The analysis was in some cases good, in others very poor and incomplete. No one gave a satisfactory explanation of the difference between gender and sex, or was able to parse the words in Question 6. The answers to the last question showed in some cases great ignorance of the rules of stopping, a subject which seems to receive scarcely so much attention as its importance deserves.

French.—The paper was on the whole well done, though few were able to translate satisfactorily the two short sentences illustrative of the use of the participle. The paper of Burbury deserves special commendation, while those of Chancellor and Harris were also good, most of the others also acquitting themselves creditably, with two marked exceptions who were far behind the rest.

History.—Harris, Stops, and Chancellor obtained over two-thirds of the total, the paper of the first-mentioned being specially good. Several lost marks by not paying sufficient attention to the questions, wasting a considerable amount of time in giving information which was not asked for,— *e.g.*, a long account of Becket's murder instead of the history of his quarrel with the King, and the whole list of Sulla's reforms instead of those affecting the Constitution, which alone were asked for. Candidates should remember that the giving of information beside the question only annoys an examiner and gains no extra marks.

Latin.—The translation was fairly done by most, Smith being decidedly the best, while Burbury, Chancellor, and Harris also sent up good work. Stubbs showed signs of care and good teaching, but lost time by writing Latin as well as English. The parsing was, with one or two exceptions, bad, and the sentences seemed to be beyond the power of all. A comparison, however, of the marks shows that the general result is somewhat better than that of last year, the highest marks, as well as the general average, being in excess of those gained in the examination of 1882.

Greek.—The result can only be described as fair, though, perhaps, considering the youth of the candidates, it is as good as could be expected. In some cases grammar, in others translation, was fairly done, though no one excelled alike in both. Burbury's paper was, on the whole, slightly the best; Stops, Smith, Chancellor, and Stubbs being only a few marks behind. Much greater attention is required to be paid to the translation of conjunctions and particles,—words of supreme importance towards a right rendering of Greek. Burbury and Smith were the only ones who seemed to have correct ideas with regard to them ; the rest either left them out altogether, or translated them incorrectly.

Geography.—The answering in this subject was much more satisfactory than usual, only one of the candidates having failed to obtain half marks, while five gained more than two-thirds, and two others fell very little short of that number. The papers of Harris, Stops, Chancellor, and Oldmeadow were full and accurate. Those of Burbury and Reid were also very creditable ; but it is still evident that Tasmania itself does not receive that attention from teachers or pupils which it deserves.

Arithmetic.—This subject also compares favourably with former years. Hogg, Reid, and Harris sent in very good papers indeed, the first two gaining considerably more than two-thirds of the marks. Hogg gained full marks in all the questions but two, and Reid and Harris in all but four. Burbury and Stubbs gained more than half-marks, and Stops just reached that number. Two of the papers, however, proved that teachers are not sufficiently careful in sending up candidates with anything like a prospect of success. In one, of seven questions attempted only one gained any marks, and in the other, of eight attempted only one gained the full number.

Algebra.—In this subject the papers of Burbury, Chancellor, Reid, and Hogg were very satisfactory, gaining more than three-fourths of the marks, those of Chancellor being specially remarkable for their accuracy. Harris also deserves to be mentioned creditably.

Euclid.—In this subject there was a considerable falling-off. One candidate, Harris, gained more than three-fourths of the marks. Hogg's paper was also very satisfactory. Burbury and Stubbs gained more than half marks; but the answering of the remainder was considerably below the mark.

The annexed Table shews the result in detail. Seven of the boys have reached the standard for an Exhibition ; two of the other candidates qualified themselves for mention in the Table by gaining one-third of the total number of marks, which three failed to do.

We beg to recommend that the Exhibitions be awarded to Harris, Burbury, Stops, Chancellor, and Hogg.

The results of the Examination compare favourably with those of last year, both in the individual marks and the general average, as well as in the number of those who have qualified.

We are glad to observe that the Senior Exhibitioner is the holder of an Exhibition under the Board of Education.

JOHN C. WHALL, *M.A.*
J. BROOKE H. BAILEY.

TABLE OF MARKS.

No.	NAME.	AGE.	SCHOOL.	*English.*	*French.*	*Latin.*	*Greek.*	*Arithmetic.*	*Algebra.*	*Euclid.*	*Geography.*	*History.*	TOTAL.
			[*Maximum*..	150	100	150	150	150	100	100	150	150	1200
		Y. M.											
1	*Harris, Alfred Thomas*	13 8	High School	95	80	84	55	108	68	78	118	119	805
2	*Burbury, Arthur John Lewis..*	13 8	Ditto	108	91	97	87	93	84	56	08	88	802
3	*Stops, William Joshua Tilley..*	13 1	Mr. Ireland's, Scotch College	108	70	73	82	75	46	32	116	106	708
4	*Chancellor, Francis G.M.*....	13 8	High School	81	84	90	76	54	80	24	107	102	698
5	*Hogg, Charles A.*....	13 1	Mr. Hogg's School, Launceston	88	76	78	—	134	76	69	77	87	685
6	Reid, Ernest E...............	13 2	Hutchins School	77	68	47	52	122	76	36	94	94	666
7	Stubbs, Thos. James...........	12 9	Ditto	68	73	60	73	76	49	54	104	65	622
8	Smith, Alex. Dixon	13 8	High School	70	60	107	77	56	50	10	83	79	592
9	Oldmeadow, Lloyd J. H......	13 9	Church Grammar School, Launceston	49	38	52	58	60	41	16	105	74	493

EXAMINATION PAPERS.

MONDAY, JUNE 11, 1883. *Four hours.*

ARITHMETIC.

1. Multiply MDCCLXXVII by twelve thousand twelve hundred and twelve; and express the result in words.
2. A man spends £561 3s. 9d. in a year of 365 days : how much does he spend in a week ?
3. Reduce £14,789 19s. 11¾d. to farthings, and 7805491 ounces to tons.
4. Add together ⅕, 13¾₀, and ⅔ of 9⅗.

GEOGRAPHY.

1. Name the capitals of Brazil, China, Egypt, India, New Zealand, Russia, Spain, the United States of N. America.
2. Name one of the principal mountain ranges in each of the great divisions of the earth, and give the height of the highest mountain in each.
3. Name the principal Oceans, and state generally their position.
4. What is meant by " The Tropics"? Name them, and state their distance from the Equator.

ENGLISH.

1. Parse the words in the following sentence :—The whole character of Richard and his government has likewise been the subject of warm controversy.
2. Distinguish (giving examples) between (1) Proper and common nouns. (2) Strong and weak verbs. (3) Coordinate and subordinate sentences.
3. Give the names of the different parts of speech, and explain their meaning.
4. What are the feminines of lord, lad, fox, hero? and the plurals of sheep, staff, hoof, cow ? Give some nouns which have two plural forms with different meanings.

LATIN.

1. Translate—(*a.*) Ei legationi Ariovistus respondit: si quid ipsi a Cæsare opus esset, sese ad eum venturum fuisse : si quid ille se velit, illum ad se venire oportere. (*b.*) *His rebus cognitis* exploratores centurionesque præmittit, qui locum idoneum castris deligant. Of what construction are the words in Italics an example?
2. Put into Latin—(*a.*) It is uncertain whether the Romans conquered the Gauls, or the Gauls the Romans. (*b.*) The City of Rome was built by Romulus on the top of a hill.
3. Decline *domus, vis,* and *ipse.*
4. Conjugate the present indicative of *capio,* the imperfect subjunctive of *rapior,* and give all the parts of the infinitive of *utor.*

FRENCH.

1. Compare the following adjectives—*bon, mauvais, petit,* and also the adverbs belonging to them.
2. Put into French—(1.) I have received his letter, but I shall not answer it. (2.) I shall not speak of it. (3.) Have you not got some apples and some beautiful pears in your garden? (4.) How good you are ! (5.) Tasmania was discovered in 1642.
3. Translate—(1.) Les gens qui ont peu d'affaires sont de tres grands parleurs : moins on pense, plus on parle. (2.) Qu'allons nous faire ? (3.) Il fait tres beau temps. (4.) J'irai vous voir vendredi soir.
4. Conjugate the present indicative of *aller,* the preterite of *courir,* the imperfect of *venir,* and the present subjunctive of *faire.*

𝔄rithmetic.

Rev. Canon BAILEY, *Examiner.*

TUESDAY, JUNE 12, 1883. 9 A.M. to Noon.

1. If a person spends in four months as much as he earns in three, how much can he lay by annually if he earns £250 10s. every six months?
2. The polar diameter of the earth is 41707796 feet : reduce this to miles.

3. Find by Practice the value of 5lbs. 9ozs. 7dwts. 12grs. of gold, at £3 17s. 10d. per oz.

4. What is the cost of papering a room 21 feet long, 16½ feet wide, 10¼ feet high, at 6½d. per square yard?

5. If ⅔ of 1¼ of an estate be worth £300, what will be the value of $\dfrac{2\frac{1}{2}}{\frac{5}{14}}$ of the estate?

6. What sum will amount to £425 19s. 4½d. in 10 years at 3½ per cent. simple interest?

7. How many hours a day must 42 boys work, to do in 45 days what 27 men can do in 28 days of 10 hours long; the work of a boy being half that of a man?

8. Add together $\frac{5}{12}$ of a cwt., $\frac{2}{7}$ of a quarter, $\frac{1}{6}$ of a lb., and express the result as the decimal of a ton.

9. A and B can do a piece of work in 8 days, B and C can do it in 12 days, and A, B, and C can do it in 6 days. In how many days can A and C do it?

10. The cost of 155 yards of cloth is £178·25; how many yards can be bought for £74·875?

11. The height of a tower on a river's bank is 55 feet, the length of line from the top of the tower to the opposite bank is 78 feet; what is the breadth of the river?

12. At what time are the hands of a watch together between 7 and 8 o'clock?

Latin.

Rev. J. C. WHALL, M.A., *Examiner.*

TUESDAY, JUNE 12, 1883. 2 to 5 P.M.

1. Translate—Quum esset Cæsar in citeriore Galliâ in hibernis, ita uti supra demonstravimus, crebri ad eum rumores afferebantur, literisque item Labieni certior fiebat, omnes Belgas, quam tertiam esse Galliæ partem dixeramus, contra populum Romanum conjurare obsidesque inter se dare. Conjurandi has esse causas: primum, quod vererentur ne, omni pacatâ Galliâ, ad eos exercitus noster adduceretur: deinde, quod ab nonnullis Gallis sollicitarentur, partim qui, ut Germanos diutius in Galliâ versari noluerant, ita populi Romani exercitum hiemare atque inveterascere in Galliâ moleste ferebant, partim qui mobilitate et levitate animi novis imperiis studebant; ab nonnullis etiam, quod in Galliâ a potentioribus atque his qui ad conducendos homines facultates habebant vulgo regna occupabantur, qui minus facile eam rem imperio nostro consequi poterant.

Where was Gallia Citerior, and into what parts was Gallia ulterior divided in Cæsar's time? Explain the mood of esset, vererentur, adducerentur. Derive and explain the word "deponent," and give instances of deponent verbs from the above passage.

2. Translate—Ubi vero moveri et appropinquare mœnibus viderunt novâ atque inusitatâ specie commoti, legatos ad Cæsarem de pace miserunt, qui ad hunc modum locuti: Non se existimare, Romanos sine ope divinâ bellum gerere, qui tantæ altitudinis machinationes tantâ celeritate promovere et ex propinquitate pugnare possent; se suaque omnia eorum potestati permittere dixerunt. Unum petere ac deprecari; si forte, pro suâ clementiâ ac mansuetudine, quam ipsi ab aliis audirent, statuisset Aduatucos esse conservandos, ne se armis despoliaret; sibi omnes fere finitimos esse inimicos ac suæ virtuti invidere, a quibus se defendere, traditis armis, non possent. Sibi præstare, si in eum casum deducerentur, quamvis fortunam a populo Romano pati, quam ab his per cruciatum interfici inter quos dominari consuêssent. Ad hæc Cæsar respondit: Se magis consuetudine suâ quam merito eorum civitatem conservaturum, si prius quam aries murum attigisset se dedidissent; sed deditionis nullam esse conditionem, nisi armis traditis; se id quod in Nerviis fecisset facturum, finitimisque imperaturum ne quam dediticiis populi Romani injuriam inferrent.

Decline in singular and plural "ope."
Turn into Oratio Recta the passage from "se magis consuetudine" to the end of the piece.
Give the main rules for the mood of the verbs in Oratio Obliqua.
Give any English words derived from or connected with the following:— "Commoti," "petere," "audirent," "invidere," "deducerentur," "murum."

3. Translate—Atque in eâ re omnium nostrorum intentis animis, aliâ ex parte oppidi Adcantuannus, qui summam imperii tenebat, cum sexcentis devotis, quos illi Soldurios appellant, (quorum hæc est conditio, uti omnibus in vitâ commodis una cum his fruantur, quorum se amicitiæ dediderint; si quid iis per vim accidat, aut eundem casum una ferant, aut sibi mortem consciscant: neque adhuc hominum memoriâ repertus est quisquam, qui, eo interfecto cujus se amicitiæ devovisset, mortem recusaret); cum iis Adcantuannus, eruptionem facere conatus, clamore ab eâ parte munitionis sublato, quum ad arma milites concurrissent vehementerque ibi pugnatum esset, repulsus in oppidum, tamen uti eâdem deditionis conditione uteretur a Crasso impetravit.

Parse fully, giving the principal parts, " fruantur," " consciscant," " repertus est," " devovisset, " pugnatum esset," " uteretur," " sublato."

4. Write a short abstract of the events narrated in Æneid, Book I. Who was Æneas?

5. Translate—

> " Tantane vos generis tenuit fiducia vestri?
> Jam cœlum terramque meo sine numine, Venti,
> Miscere et tantas audetis tollere moles?
> Quos ego—Sed motos præstat componere fluctus.
> Post mihi non simili pœna commissa luetis.
> Maturate fugam, regique hæc dicite vestro:
> Non illi imperium pelagi sævumque tridentem,
> Sed mihi sorte datum. Tenet ille immania saxa,
> Vestras, Eure, domos; illa se jactet in aula
> Æolus, et clauso ventorum carcere regnet."

What event is referred to in " imperium pelagi sorte datum?"
Distinguish in meaning pelagus, mare, pontus, oceanus.
Who was Æolus?
Of what rhetorical figure is Quos ego an example?

6. Translate—

> His ego nec metas rerum nec tempora pono;
> Imperium sine fine dedi. Quin aspera Juno,
> Quæ mare nunc terrasque metu cœlumque fatigat,
> Consilia in melius referet, mecumque fovebit
> Romanos rerum dominos, gentemque togatam.
> Sic placitum. Veniet lustris labentibus ætas,
> Quum domus Assaraci Phthiam clarasque Mycenas
> Servitio premet, ac victis dominabitur Argis.
> Nascetur pulchra Trojanus origine Cæsar,
> Imperium oceano, famam qui terminet astris,
> Julius, a magno demissum nomen Iulo.

Who was Assaracus? and where were Phthia, Mycene, Argos.
Which Cæsar is referred to in the last line but two?
Decline " mare." What was a " lustrum "?

7. Translate—

> " Coram, quem quæritis, adsum
> Troïus Æneas, Libycis ereptus ab undis.
> O sola infandos Trojæ miserata labores,
> Quæ nos, reliquias Danaum, terræque marisque
> Omnibus exhaustos jam casibus omnium egenos,
> Urbe, domo, socias! grates persolvere dignas
> Non opis est nostræ, Dido, nec quidquid ubique est
> Gentis Dardaniæ, magnum quæ sparsa per orbem.
> Di tibi, si qua pios respectant numina, si quid
> Usquam justitia est et mens sibi conscia recti,
> Præmia digna ferant. Quæ te tam læta tulerunt
> Sæcula? qui tanti talem genuere parentes?
> In freta dum fluvii current, dum montibus umbræ
> Lustrabunt convexa, polus dum sidera pascet:
> Semper honos nomenque tuum, laudesque manebunt,
> Quæ me cumque vocant terræ."

Of what figure is quæ me cumque an example?
Distinguish between an objective and a subjective genitive. Of which is Danaum an example?
Decline Deus.
What mood is ferant, and why?

8. Put the following sentences into Latin :—
    (1.) He went to Rome to see his father.
    (2.) He said that he went to Rome to see his father.
    (3.) He said that he did not know whether Caius had gone to Rome to see his father.
    (4.) What prevents us from doing this, if we please?

History.

Rev. J. C. WHALL, *Examiner.*

WEDNESDAY, JUNE 13, 1883. 9 A.M. to Noon.

1. Explain the terms Earls, Churls, Thanes, Witena-gemôt, folcland, boc-land.
2. Who founded the Danish dynasty in England, and how long did it last? Who was the last Saxon King of England?
3. Who were the Normans? and on what did William the Conqueror base his claim to the Crown of England?
4. What were the main provisions of Magna Charta?
5. When, how, and by whom were the foundations of the English House of Commons laid?
6. Give a short account of the quarrel between Henry II. and Thomas a'Becket?
7. Who was Melchizedek, and what part does he play in the history of Abraham?
8. How was Isaac a type of Christ?
9. Write a *short* history of Joseph.
10. With what events are the following passages connected:—
    - (*a.*) Wilt thou kill me, as thou didst the Egyptian yesterday?
    - (*b.*) Be lord over thy brethren, and let thy mother's sons bow down to thee.
    - (*c.*) There shall come a star out of Jacob.
    - (*d.*) Up, make us gods, which shall go before us.
    - (*e.*) Cursed be their anger, for it was fierce, and their wrath, for it was cruel.
11. Give a *short* account of the events which led to the Jugurthine war, with the date of its outbreak and close, and the names of the principal Roman generals engaged in it.
12. Who were the Cimbri and Teutones, and when, where, and by whom were they defeated?
13. Mention some of the chief constitutional reforms of Sulla, and write a brief history of his life.

Algebra.

Rev. Canon BAILEY, *Examiner.*

WEDNESDAY, JUNE 13, 1883. 2 *to* 5 P.M.

1. Multiply—
   - (1.) $8a^3 + 4a^2b + 2ab^2 + b^3$ by $a^3 + 3a^2b - 2ab^2 + 3b^3$.
   - (2.) $x^2 + 4xy + 5y^2$ by $x^3 - 3x^2y - 2xy^2 + 3y^3$.

   and find the continued product of $x - a$, $x + a$, $x^2 + a^2$, $x^4 + a^4$.
2. Divide—
   - (1.) $a^8 + a^6b^2 + a^4b^4 + a^2b^6 + b^8$ by $a^4 + a^3b + a^2b^2 + ab^3 + b^4$.
   - (2.) $81a^4 - 16b^4$ by $3a + 2b$.
   - (3.) $x^3 + (a + b + c)x^2 + (ab + ac + bc)x + abc$ by $x + b$, without removing the brackets.
3. Resolve into factors—
   - (i.) $x^2 + 13mx + 36m^2$.
   - (ii.) $y^2 - 23y + 132$.
   - (iii.) $b^2 + 25b - 150$.
   - (iv.) $(a - b)^2 - c^2$.
4. Simplify the following Fractions—
   - (1.) $\dfrac{5a + 2b}{3c} - \dfrac{4c - 3b}{2a} + \dfrac{6ab - 7bc}{14ac}$.
   - (2.) $\dfrac{a + b}{b} - \dfrac{2a}{a + b} + \dfrac{a^2b - a^3}{a^2b - b^3}$.
   - (3.) $\dfrac{1}{x^2 + 3x + 2} + \dfrac{2x}{x^2 + 4x + 3} + \dfrac{1}{x^2 + 5x + 6}$.
5. Solve the following Equations:—
   - (1.) $\dfrac{7x + 9}{8} - \dfrac{3x + 1}{7} = \dfrac{9x - 13}{4} - \dfrac{249 - 9x}{14}$.
   - (2.) $\dfrac{4}{x - 8} + \dfrac{3}{2x - 16} - 1\frac{5}{24} = \dfrac{2}{3x - 24}$.
   - (3.) $\dfrac{a(d^2 + x^2)}{dx} = ac + \dfrac{ax}{d}$.
6. Divide 46 into two such parts that the sum of the quotients obtained by dividing one part by 7 and the other by 3 may be equal to 10.
7. A vessel can be filled by two pipes running separately in 3 hours and 4 hours respectively. In what time will it be filled when both run at the same time?

8. Solve the following Equations—

(1.)
$$\frac{x - 2}{5} - \frac{10 - x}{3} = \frac{y - 10}{4}$$
$$\frac{2y + 4}{3} = \frac{4x + y + 13}{8}$$

(2.)
$$\frac{4x + 5y}{40} = x - y$$
$$\frac{2x - y}{3} + 2y = \frac{1}{2}$$

(3.)
$$5x + 7y - 2z = 13$$
$$8x + 3y + z = 17$$
$$x - 4y + 10z = 23$$

(4.)
$$\frac{x}{7 - x} + \frac{7 - x}{x} = 2\frac{9}{10}.$$

9. The sum of two numbers divided by 2 gives as a quotient 24, and the difference between them divided by 2 gives as a quotient 17. What are the numbers?

10. The sum of the digits composing a number is 8, and if 36 be added to the number, the digits will be inverted. Find the number.

11. Divide 16 into two parts such that their product added to the sum of their squares may be 208.

12. Find the square root of—
$$16x^4 - 24x^3y + 25x^2y^2 - 12xy^3 + 4y^4.$$

Geography.

Rev. Canon BAILEY, *Examiner.*

THURSDAY, JUNE 14, 1883. 9 A.M. *to Noon.*

1. Define a peninsula, and give the derivation of the word. Name the chief peninsulas of the world. In what direction do they principally run? Name the most remarkable exceptions.

2. Name the principal countries of Europe with their capitals.

3. Name the most N. cape of Europe, Asia, Africa, N. America, Australia, and Madagascar; and the most S. Cape of S. America, Greenland, Kamschatka, Florida, Sardinia, and California.

4. Name the principal seas, bays, and gulfs of Asia connected with the Indian and Pacific Oceans.

5. Describe the principal mountains of Asia.

6. Where do the following rivers empty themselves? Nile, Don, Amazon, Ganges, Mississippi, Zambesi, Obi, Rhone, Orinoco, Ebro, Amoor, Mackenzie.

7. Describe as minutely as you can the route of a P. and O. Steamer from London to Sydney.

8. Name the strait between Africa and Madagascar; Sumatra and Java; Labrador and New-foundland; Australia and New Guinea; Corsica and Sardinia; India and Ceylon; Italy and Sicily; Patagonia and Tierra del Fuego; the Atlantic and Baffins' Bay; the N. and Middle Islands of New Zealand.

9. Between what degrees of longitude and parallels of latitude is Tasmania situated? Name its three northern counties, with their principal towns, rivers, and mountains. Where do the Rivers Gordon, Derwent, Pieman, Huon, Arthur, Clyde empty themselves? Name the principal capes on the S. coast. What are the chief exports of Tasmania?

10. What is the Equator? Through what countries and islands does it pass?

11. Name the N. and S. limit of the Torrid Zone. What parts of the earth does it include?

12. How is the difference in time between two places on the earth's surface calculated?

French.

Rev. J. C. WHALL, M.A., *Examiner.*

THURSDAY, JUNE 14, 1883. 2 to 5 P.M.

1. Give the feminine of the following words :—*public, fou, frais, nouveau, bref, joli,* and the plural of *gros, égal,* and *tout.*

2. Put into French—(*a.*) My sister is come. (*b.*) My brothers have written. (*c.*) Sir, you are very good.

3. Translate—

A portée de trait, les archers commencèrent à lancer leurs fléches, et les arbalétriers leurs carreaux ; mais la plupart des coups furent amortis par le haut parapet des redoutes saxonnes. Les fantassins, armés de lances, et la cavalerie s'avancèrent jusqu'aux portes des redoutes, et tentèrent de les forcer. Les Anglo-Saxons, tous à pied, autour de leur étendard planté en terre, et formant, derrière leurs redoutes, une masse compacte et solide, reçurent les assaillants à grand coups de hache, qui, d'un revers, brisaient les lances et coupaient les armures de mailles. Les Normands, ne pouvant pénétrer dans les redoutes, ni en arracher les palissades, se replièrent, fatigués d'une attaque inutile, vers la division que commandait Guillaume. Le duc alors fit avancer de nouveau tous ses archers, et leur ordonna de ne plus tirer droit devant eux, mais de lancer leurs traits en haut, pour qu'ils descendissent par-dessus le rempart du camp ennemi.

4. Translate—

A peine ils y étaient entrés, que Cromwell apostropha rudement le colonel, lui demandant compte du dérangement et de l'embarras qu'il causait à la cour. Downs se défendit avec trouble, alléguant que peut-être les propositions du Roi seraient satisfaisantes, qu'après tout, ce qu'on avait cherché, ce qu'on cherchait encore, c'étaient de bonnes et solides garanties ; qu'il ne fallait pas refuser, sans les connaître, celles que le roi voulait offrir ; qu'on lui devait au moins de l'entendre, et de respecter envers lui les simples règles du droit commun.

Parse *fallait*, and derive *peut-être*.

5. Translate, explaining the historical allusions—

Jacques, naturellement cruel, trouva un bourreau : Jeffries avait commencé ses œuvres, vers la fin du règne de Charles II., dans le procès où Russel et Sidney perdirent la vie ; cet homme, qui, à la suite de l'invasion de Monmouth, fit exécuter dans l'ouest de l'Angleterre plus de deux cent cinquante personnes, ne manquait pas d'un certain esprit de justice : une vertu qu'on n'aperçoit pas dans un homme de bien, se fait remarquer quand elle est placée au milieu des vices.

6. Translate—

Les Stuart auraient-ils pu régner après la restauration ? Très-facilement, en faisant ce que fit Guillaume en Angleterre, ce qu'a fait Louis XVIII. en France, en donnant une charte, en acceptant de la révolution ce qu'elle avait de bon, d'invincible, ce qui était accompli dans les esprits et dans le siècle, ce qui était terminé dans les mœurs, ce qu'on ne pouvait essayer de détruire sans remonter violemment les âges, sans imprimer à la société un mouvement rétrograde, sans bouleverser de nouveau la nation. Les révolutions qui arrivent ches les peuples dans le sens naturel, c'est-à-dire dans le sens de la marche progressive du temps, peuvent être terribles, mais elles sont durables : celles que l'on tente en sens contraire, c'est-à-dire en rebroussant le cours des choses, ne sont pas moins sanglantes ; mais, fléau d'un moment, elles ne fondent, elles ne créent rien ; tout au plus, elles peuvent exterminer.

Point out in the above passage as many words as you can of Latin derivation, giving the word from which they are derived.

If you do not present Latin, state the fact.

<div align="center">

English Language and Grammar.

Rev. J. C. WHALL, M.A., *Examiner.*

FRIDAY, JUNE 15, 1883. 9 A.M. to Noon.

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1. To what great family of languages does English belong, and when and by whom was it introduced into England?

2. Mention any words which English has borrowed from the following languages:—North American Indian, Chinese, Dutch, Hindu, Hebrew.

3. Distinguish between abstract, proper, and common nouns, giving examples of each. Derive the three terms.

4. Distinguish between gender and sex. What different ways are there of distinguishing gender in English? Give instances of each.

5. Give instances of plurals formed by vowel change. What are the plurals of Lord-Lieutenant, Knight-Errant, Court-Martial, Lord-Justice?

6. Parse the words "it" and "there" in the following sentences:—It is healthy to walk. Once there was a boy.

7. Analyse fully the following passages, stating what kind of sentence each is—

(a.) One day, when he unjustly apprehended that she had showed some disrespect to his mother, in not going to her lodging at an hour she had intended to go, and was hindered by a mere accident, he came into her chamber in much passion, and, after some expostulations rude enough, he told her "she should repent it."—*Clarendon.*

(b.)

Earl March looked on his dying child,
And, smit with grief to view her,
The youth, he cried, whom I exiled,
Shall be restored to woo her.—*Campbell.*

Parse smit, view, shall, woo, giving the perfects and past participles.

8. Form words with the following prefixes so as to show their force :—semi, vice, be, for, fore, with, mis; and do the same with the following suffixes—er, ness, en, ly, less, ess, icle.

9. How do you account for the presence in our language of such double forms as the following :—sure and secure, blame and blaspheme, treason and tradition, hospital and hotel? Give half a dozen other instances of the same kind.

10. Write down the genitive cases of the following words :—Boys, Justice, Moses, James, Francis.

11. Write a *brief* description of the country round Hobart or Launceston, *paying special attention to stops*.

Euclid.

Rev. Canon BAILEY, *Examiner.*

THURSDAY, JUNE 16, 1883   9 A.M. to Noon.

N.B.—No numerals or symbols to be used, nor any of the first four letters of the Alphabet.

1. Define a right angle, a semicircle, an isosceles triangle, an oblong, parallel straight lines, a parallelogram.

2. If two angles of a triangle be equal to one another, the sides also, which subtend the equal angles, shall be equal to one another.

3. To draw a straight line perpendicular to a given straight line of an unlimited length, from a given point without it.

4. If one side of a triangle be produced, the exterior angle shall be greater than either of the interior opposite angles. Give the proof in full for both of the interior angles.

5. If two triangles have two angles of the one equal to two angles of the other, each to each, and one side equal to one side, namely, either the sides adjacent to the equal angles, or sides which are opposite to equal angles in each, then shall the other sides be equal, each to each, and also the third angle of the one equal to the third angle of the other. What is the meaning of the expression " each to each "?

6. If a straight line fall on two parallel straight lines, it makes the alternate angles equal to one another, and the exterior angle equal to the interior and opposite angle on the same side; and also the two interior angles on the same side together equal to two right angles.

7. The opposite sides and angles of a parallelogram are equal to one another; and the diameter bisects the parallelogram, that is, divides it into two equal parts.

8. To describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

9. If the square described on one of the sides of a triangle be equal to the squares described on the other two sides of it, the angle contained by these two sides is a right angle.

10. Find a point in a given straight line such that its distances from two given points may be equal.

Greek.

Rev. J. C. WHALL, M.A., *Examiner.*

FRIDAY, JUNE 15, 1883.   2 to 5 P.M.

1. Decline ὄρνις, λεώς, ἀσθενής.
2. Decline the personal pronouns of the second person in English, Latin, and Greek.
3. Give the principal parts of the following verbs :—φέρω, τίθημι, ἵημι, ὄλλυμι, ἄγω, ἔρχομαι.
4. Translate—

(a) Πρὸς δὲ βασιλέα πέμπων ἠξίου, ἀδελφὸς ὢν αὐτοῦ, δοθῆναι οἱ ταύτας τὰς πόλεις μᾶλλον ἢ Τισσαφέρνην ἄρχειν αὐτῶν· καὶ ἡ μήτηρ συνέπραττεν αὐτῷ ταῦτα· ὥστε βασιλεὺς τῆς μὲν πρὸς ἑαυτὸν ἐπιβουλῆς οὐκ ᾐσθάνετο, Τισσαφέρνει δὲ ἐνόμιζε πολεμοῦντα αὐτὸν ἀμφὶ τὰ στρατεύματα δαπανᾶν· ὥστε οὐδὲν ἤχθετο αὐτῶν πολεμούντων. Καὶ γὰρ ὁ Κῦρος ἀπέπεμπε τοὺς γιγνομένους δασμοὺς βασιλεῖ ἐκ τῶν πόλεων ὧν Τισσαφέρνης ἐτύγχανεν ἔχων.

What is the difference in meaning between δέομαι and ἀξίοω. Parse ᾐσθάνετο.

(b) Ἔστι δὲ καὶ μεγάλου βασιλέως βασίλεια ἐν Κελαιναῖς ἐρυμνὰ ἐπὶ ταῖς πηγαῖς τοῦ Μαρσύου ποταμοῦ ὑπὸ τῇ ἀκροπόλει· ῥεῖ δὲ καὶ οὗτος διὰ τῆς πόλεως καὶ ἐμβάλλει εἰς τὸν Μαίανδρον· τοῦ δὲ Μαρσύου τὸ εὖρός ἐστιν εἴκοσι καὶ πέντε ποδῶν· Ἐνταῦθα λέγεται Ἀπόλλων ἐκδεῖραι Μαρσύαν, νικήσας ἐρίζοντά οἱ περὶ σοφίας, καὶ τὸ δέρμα κρεμάσαι ἐν τῷ ἄντρῳ, ὅθεν αἱ πηγαί· διὰ δὲ τοῦτο ὁ ποταμὸς καλεῖται Μαρσύας.

What is the story of Marsyas ?

What battle is meant by τῇ μάχῃ, and when was it fought ? Parse ὅι in ἐρίζοντα ὅι περὶ σοφίας.

(c) Ἄνδρες στρατιῶται, μὴ θαυμάζετε ὅτι χαλεπῶς φέρω τοῖς παροῦσι πράγμασιν, Ἐμοὶ γὰρ Κῦρος ξένος ἐγένετο, καί με φεύγοντα ἐκ τῆς πατρίδος τά τε ἄλλα ἐτίμησε καὶ μυρίους ἔδωκε δαρεικούς· οὓς ἐγὼ λαβὼν οὐκ εἰς τὸ ἴδιον κατεθέμην ἐμοὶ, ἀλλ' οὐδὲ καθηδυπάθησα, ἀλλ' εἰς ὑμᾶς ἐδαπάνων. Καὶ πρῶτον μὲν πρὸς τοὺς Θρᾷκας ἐπολέμησα καὶ ὑπὲρ τῆς Ἑλλάδος ἐτιμωρούμην μεθ' ὑμῶν, ἐκ τῆς Χερρονήσου αὐτοὺς ἐξελαύνων, βουλομένους ἀφαιρεῖσθαι τοὺς ἐνοικοῦντας Ἕλληνας τὴν γῆν. Ἐπειδὴ δὲ Κῦρος ἐκάλει, λαβὼν ὑμᾶς ἐπορευόμην, ἵνα, εἴ τι δέοιτο, ὠφελοίην αὐτὸν ἀνθ' ὧν εὖ ἔπαθον ὑπ' ἐκείνου. Ἐπεὶ δὲ ὑμεῖς οὐ βούλεσθε συμπορεύεσθαι, ἀνάγκη δή μοι ἢ ὑμᾶς προδόντα τῇ Κύρου φιλίᾳ χρῆσθαι, ἢ πρὸς ἐκεῖνον ψευσάμενον μεθ' ὑμῶν ἰέναι. Εἰ μὲν δὴ δίκαια ποιήσω οὐκ οἶδα· αἱρήσομαι δ' οὖν ὑμᾶς, καὶ σὺν ὑμῖν ὅ τι ἂν δέῃ πείσομαι. Καὶ οὔποτε ἐρεῖ οὐδεὶς, ὡς ἐγὼ Ἕλληνας ἀγαγὼν εἰς τοὺς βαρβάρους, προδοὺς τοὺς Ἕλληνας τὴν τῶν βαρβάρων φιλίαν εἱλόμην.

What was a ξένος among the Greeks ?

What other verbs besides δίδωμι make the first aorist in κα ?

Explain the construction of the relative in ἀνθ' ὧν εὖ ἔπαθον.

Give the moods of οἶδα and conjugate its imperfect.

(d) Κῦρος δὲ συγκαλέσας τοὺς στρατηγοὺς εἶπεν· "Ἀπολελοίπασιν ἡμᾶς Ξενίας καὶ Πασίων· ἀλλ' εὖ γε μέντοι ἐπιστάσθωσαν, ὅτι οὔτε ἀποδεδράκασιν· οἶδα γὰρ ὅπῃ οἴχονται· οὔτε ἀποπεφεύγασιν· ἔχω γὰρ τριήρεις, ὥστε ἑλεῖν τὸ ἐκείνων πλοῖον· ἀλλὰ μὰ τοὺς θεοὺς οὐκ ἔγωγε αὐτοὺς διώξω, οὐδ' ἐρεῖ οὐδεὶς, ὡς ἐγὼ, ἕως μὲν ἂν παρῇ τις, χρῶμαι, ἐπειδὰν δὲ ἀπιέναι βούληται, συλλαβὼν καὶ αὐτοὺς κακῶς ποιῶ καὶ τὰ χρήματα ἀποσυλῶ. Ἀλλὰ ἴτωσαν, εἰδότες ὅτι κακίους εἰσὶ περὶ ἡμᾶς ἢ ἡμεῖς περὶ ἐκείνους. Καίτοι ἔχω γε αὐτῶν καὶ τέκνα καὶ γυναῖκας ἐν Τράλλεσι φρουρούμενα· ἀλλ' οὐδὲ τούτων στερήσονται, ἀλλ' ἀπολήψονται τῆς πρόσθεν ἕνεκα περὶ ἐμὲ ἀρετῆς."

Parse ἐπιστάσθωσαν, ἑλεῖν, ἐρεῖ, ἴτωσαν, κακίους.

N.B.—In all cases of verb parsing principal parts are to be given.

5. What was a παρασάγγης, a στάδιον, a σταθμός ? Distinguish in meaning between παρὰ with a genitive, with a dative, and with an accusative. What English measure corresponds to the Greek χοῖνιξ ? and how much was the ὀβολός worth ?

6. Put into Greek—
    (a) Many of the beasts of burden perished from hunger.
    (b) The soldiers arrived at Sardis.
    (c) The elder (son) happened to be present.
    (d) The siglus is worth seven and a half Attic oboli.

TASMANIAN COUNCIL OF EDUCATION.

Hobart, 21*st June*, 1882.

COUNCIL OF EDUCATION EXHIBITIONS, 1883.

I. It is hereby notified, that five Exhibitions of the value of £20 each, tenable for four years from the 1st July, 1883, will be open for competition in the second week of June 1883, to every boy or girl under the age of fourteen years on the 1st June, 1883, not at present holding one of such Exhibitions, and who has not been a pupil of a Government School within six months of the date of the Examination.

II. Every Candidate must produce certificates of good conduct during the nine months preceding the Examination, and of having been educated in the Colony for two years immediately preceding the 1st June, 1883.

III. Candidates will be required to pass a short preliminary Examination in the following subjects; viz.—English, French or Latin, Arithmetic, and Geography.

IV. The Examination will comprise the following subjects:—

    1. English Language and Grammar.
    2. Geography.
    3. History.
        A. English History.   (Smith's smaller History of England, chapters 3—9 inclusive.)
        B. Roman History.   (Smith's smaller History of Rome, chapters 22—28 inclusive.)
        C. Sacred History.   (From the call of Abraham to the death of Moses.)
    4. Arithmetic.
    5. French.   (Vinet's Chrestomathie Française, Dissertations Historiques—" La bataille de Hastings " to end of " Jacques II."
    6. Latin.   (Cæsar de Bello Gallico, Books II. and III., and Virg. Æn., Book I.)
    7.[a] { Greek.   (Xenophon's Anabasis, Book I. chaps. 1—5 inclusive.)
          { Or German.   (Low's First German Reader, the first 13 sections.)
    8. Algebra, to include Quadratic Equations.
    9. Euclid, First Book.

V. The following values have been affixed to the several subjects of Examination:—

	No. of Marks.
English	150
Geography	150
History	150
Arithmetic	150
French	100
Latin	150
Greek or German	150
Algebra	100
Euclid	100
Total	1200

It shall be essential to success that a Candidate gain half the total number of marks.

VI. The Exhibitions will be tenable at such Schools as shall be named by the Parent or Guardian and be approved by the Council.

VII. The Council will direct the Secretary to pay to Exhibitioners the amount of their respective Exhibitions for the quarter on receipt of certificates from the authorities of the school to which they belong, stating that they have conducted themselves diligently and steadily during the quarter.

VIII. In the event of an Exhibitioner not being able to produce such a certificate for any three months, the Exhibition shall be declared vacant: provided always that this rule shall not apply to Exhibitioners when they have been incapacitated from attending school by illness or other sufficient cause to be determined by the Council.

IX. Arrangements may be made for a local Examination at Launceston in the event of three or more Candidates notifying their desire to be examined at that place.

X. Candidates desirous of offering themselves for Examination must notify in writing[b] their intention to the Secretary on or before the 1st May, 1884, transmitting at the same time the certificates above required, and a certificate from the Parent or Guardian that the Candidate will not be fourteen years of age on the 1st June, 1883.

By Order of the Council,

GEO. RICHARDSON, *Secretary.*

[a] Candidates when forwarding their applications for admission to the Examination are required to state whether they present German or Greek.

[b] Printed Forms of Application will be furnished by the Secretary on application.