

(No. 19.)



1863.

[SECOND SESSION.]

T A S M A N I A.

COUNCIL OF EDUCATION.

EXHIBITIONS.

Laid upon the Table by Mr. Colonial Treasurer, and ordered by the House to be printed, 1 July, 1863.



*Tasmanian Council of Education,
Hobart Town, 22nd June, 1863.*

EXHIBITIONS TO SUPERIOR SCHOOLS.

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

In accordance with the recommendation of the Examiners, the Council have awarded two Exhibitions of the value of £50 each, to

CHARLES HUNT ROOPE, and
JOHN SNOWDEN,

subject to the conditions laid down in the Council's Regulations, dated 7th August, 1862.

By Order of the Council,
MURRAY BURGESS, *Secretary.*

TO THE TASMANIAN COUNCIL OF EDUCATION.

Hobart Town, 15th June, 1863.

GENTLEMEN,

WE have the honor to lay before you a Report of the Fourth Annual Examination for Exhibitions to Superior Schools, which was brought to a close on the 13th instant, having commenced on the 8th instant.

Eighteen boys offered themselves for Examination, of whom one was hindered from attendance by illness: of the remaining Candidates one was examined at Launceston, the rest at Hobart Town. The two Examinations proceeded simultaneously, and were identical in all respects.

The Examination embraced the same subjects as in the two previous years, with a similar distribution of the numerical values assigned to the several papers; viz.—

	<i>Maximum No. of Marks.</i>
I. English.....	200
II. Geography	150
III. Arithmetic	150
IV. Latin	150
V. History	150
VI. Greek	100
VII. Euclid.....	100
VIII. Algebra	100
IX. French	100
TOTAL	1200

The Examination Papers are herewith appended. The results are as follows:—

ENGLISH.

[REV. A. DAVENPORT, *Examiner.*]

The work done will appear by the number of marks assigned to be less satisfactory than in former years. The answers of the best were not so good as was expected, and some were very bad. But the paper contained fewer elementary questions of the kind most easy to boys, and more questions than formerly requiring a somewhat advanced knowledge. Hence, comparing the results with those of previous Examinations, the diminution of average merit is more apparent than real. None of the Candidates, however, deserve high praise, though the answers of Snowden, Dowling, and a few others are very fair.

GEOGRAPHY.

[H. BUTLER, ESQUIRE, *Examiner.*]

The questions on this subject were very generally attempted by all the Candidates, six of whom obtained more than half of the maximum number of marks. The papers of Roope and Snowden deserve especial commendation, both for the fullness and accuracy of their answers, each of them obtaining more than two-thirds of the marks assigned to the subject.

ARITHMETIC.

[H. BUTLER, ESQUIRE, *Examiner.*]

Eight of the Candidates obtained more than half the number of marks allotted to this subject. A. Foote and G. W. Staples deserve great praise for the neatness and accuracy of their work. A comparison of the marks obtained at this Examination does not contrast favourably with last year's, although the paper was mainly of an elementary character.

LATIN.

[REV. A. DAVENPORT, *Examiner.*]

This paper was attempted by all the Candidates except two. The answers of eight are creditable, their value being expressed by more than half the maximum number of marks. Those of Roope, Dowling, Giblin, and Morris are very good. Three Candidates manifested entire ignorance of the grammar.

HISTORY.

[H. BUTLER, ESQUIRE, *Examiner.*]

Only two of the Candidates obtained more than half marks in this subject. Six others answered very creditably. The paper by Snowden deserves especial mention. With one exception, every question was correctly answered, and the replies evidenced very satisfactory acquaintance with the subject.

GREEK.

[REV. A. DAVENPORT, *Examiner.*]

The paper was rather more difficult than in former years. It was attempted by nine, and the work done by Roope, Woods, Morris, and Knight showed a fair elementary knowledge. There is considerable improvement in this subject on the work done at previous Examinations.

EUCLID.

[F. H. HENSLOWE, ESQUIRE, *Examiner.*]

All the Candidates brought up this subject. Three papers were remarkably well done,—those of Roope, Snowden, and Giblin; and, upon the first perusal, appeared so nearly equal in merit, that it was deemed advisable that they should be submitted to the careful and separate scrutiny of two Examiners. The result has been to assign to these three Candidates the places they hold respectively in the Euclid List. None of the other Candidates succeeded in obtaining half marks. Seven did not attempt to go beyond the Definitions and Axioms.

ALGEBRA.

[F. H. HENSLOWE, ESQUIRE, *Examiner.*]

All the Candidates attempted this paper, but the result was not satisfactory, no Candidate succeeded in answering more than two-thirds of the questions. Giblin's paper was the best; only three others obtained half marks.

FRENCH.

F. H. HENSLOWE, ESQUIRE, *Examiner.*

Ten Candidates presented themselves: one only, Roope, whose paper was very good, deserves special notice. Five others obtained more than half marks. The rest were very deficient.

Each Examiner undertook a special responsibility in respect of three subjects. But sufficient mutual consultation, and a scrutiny of the answers in some instances on the part of more than one Examiner, enable us to submit the result, as our united verdict, with entire confidence in its accuracy and fairness.

The annexed Table contains an analysis of the work done by the Candidates who obtained more than one-fourth of the whole number of marks assignable. Of these, the most successful are—

CHARLES H. ROOPE, and
JOHN SNOWDEN.

Their work, as a whole, deserves high praise; and we have satisfaction in recommending them for the Exhibitions. In the case of Snowden, our satisfaction is increased by the knowledge that he has previously obtained an Exhibition awarded by the Board of Education:—

TABLE OF MARKS.

No.	NAME.	AGE.	SCHOOL.	TEACHER.	English	French.	Latin.	Greek.	Arithmetic.	Algebra.	Euclid	Geography.	History.	TOTAL.	
					[Maximum No. of Marks....	200	100	150	100	150	100	100	150	150	1200
1	Roope, Charles H...	13	Hutchins School and Private Tuition, Hobart Town	Rev. J. R. Buckland and E. C. Nowell, Esq.	78	82	134	44	60	59	87	110	78	732	
2	Snowden, John	13	High School, ditto	Rev. R. D. Harris	93	55	77	29	91	48	88	101	129	711	
3	Giblin, Edward O...	13	Ditto, and Horton College, Ross	Ditto, and W. W. Fox, Esq.	58	55	106	34	68	69	86	82	66	624	
4	Dowling, Henry E. F.	12	Church Grammar School, Launceston	Rev. F. W. Quilter	92	59	112	22	83	23	36	43	59	529	
5	Staples, George W. .	12	Chalmers School, Hobart Town	Mr. A. Ireland ..	72	24	79	7	97	64	45	96	43	527	
6	Staples, James J. H.	13	Ditto	Ditto	88	38	68	12	86	41	34	95	62	524	
7	Morris, William....	13	Hutchins School, Hobart Town	Rev. J. R. Buckland	70	67	103	39	62	20	13	73	73	523	
8	Knight, Henry P. . .	12	Ditto	Ditto	75	59	83	36	66	35	31	80	27	492	
9	Woods, James R. . .	13	Horton College, Ross ..	W. W. Fox, Esq.	52	46	89	39	38	34	8	53	42	401	
10	Hughes, Edwin	12	High School, Hobart Town	Rev. R. D. Harris	83	34	21	-	64	39	21	71	28	361	
11	Foote, Augustus F. .	11	Chalmers School, ditto .	Mr. A. Ireland ..	44	14	-	-	122	36	9	63	27	315	
12	Heron, Alexander H.	12	Private School, ditto ..	Mr. A. Cairnduff	60	-	21	-	79	50	17	57	19	303	

It will appear, from a comparison with the foregoing Table with that contained in the Report of last year's Examination, that there is a considerable increase both in the number of marks assigned to the best Candidates, and in the average number obtained by the twelve who stand highest in the respective Lists. The latter number last year was 462,—it is 503 this year. This feature of the Examination warrants our re-assertion of a statement made by the Examiners last year, that "a gradual but steady improvement seems to be taking place in the acquirements of the Candidates from year to year."

We submit for the consideration of the Council, that it would be desirable to propose, as part of the scheme of the next Examination, a short portion of a Greek prose author; the study of that language, as well as of other subjects, having considerably advanced under the stimulus afforded by the Annual Examinations.

The thanks of the Examiners are due to the Rev. F. Hales, — Latouche, and — Browne, Esquires, for the assistance they rendered in superintending the Examination of the Candidates at Launceston.

We desire to record our appreciation of the punctuality and accuracy of the Government Printer; and to express our thanks to your Secretary, Mr. Burgess, for his unremitting attention to the duties connected with the Examination which have devolved on him.

We have the honor to be,
Gentlemen,

Your obedient Servants,

ARTHUR DAVENPORT.
FR. HARTWELL HENSLOWE.
HENRY BUTLER.

EXAMINATION PAPERS.

ENGLISH GRAMMAR AND LANGUAGE.

Monday Morning, 8th June, 1863.

[Three hours.]

REV. A. DAVENPORT, B.A., *Examiner.*

1. Trace briefly the history of the English Language. Which of its sources supplies the Dictionary with the largest number of words? Whence are derived its grammatical forms and inflexions?
2. Name the several parts of English speech, and define a preposition.
3. Explain what is meant by the terms *subject* and *predicate*, and illustrate your explanation by a sentence.
4. From what language is the word Syntax derived? What is its meaning, and what are the fundamental laws of Syntax which govern the English language?
5. Write short sentences, introducing into each one of the following words with a preposition; viz.—comply, agree, emerge, blush, independent, confer, fall.
6. The words “heavenly” and “celestial” are synonymous. Give four similar instances of synonyms which illustrate the mixed origin of the language.
7. Define the present meaning, and trace the origin, of the following words; viz.—alms, miscreant, panic, plausible, talent, parchment, tragedy, invective, jovial.
8. Distinguish the following words, showing what is the meaning and correct use of each; viz.—avow, confess, acknowledge; pride, vanity; abdicate, resign, relinquish, forsake, desert, abandon.
9. Explain, and show by examples, how words often imply and attest moral truths.

GEOGRAPHY. *Tuesday Morning, 9th June, 1863.*

[Three hours.]

H. BUTLER, Esq., *Examiner.*

1. Explain the meaning of latitude and longitude.
2. What is the greatest longitude any place can have?
3. Enumerate the Zones, and give their position relative to the Equator.
4. Draw a Map of Asia; give its boundaries, north, south, east, and west.
5. Name the chief Volcanoes, and the countries in which they are situate.
6. Describe the course of the Rivers Euphrates, Danube, Shannon, Garonne, and Amazon.
7. Where are the following towns—Milan, Lyons, Upsal, Odessa, Archangel, Montreal, Gondar, Macao, Cordova, and Liege?
8. Name the inland Seas and principal Lakes in the Eastern Hemisphere.
9. What are the principal manufactures carried on at Glasgow, Lyons, Lowell, Leeds, Verviers, Cincinnati, Belfast, Bradford, Nottingham, and Rouen?
10. Give the latitude and longitude of Calcutta, the Cape of Good Hope, Sydney, Gibraltar, and Cape Horn.
11. Name the principal Rivers of Africa, and the parts they drain.

ARITHMETIC. *Wednesday Morning, 10th June, 1863.*

[Time allowed, three hours.]

H. BUTLER, Esq., *Examiner.*

1. Express by figures Four millions two thousand and thirty-three pounds sterling; also, MDCCCXL.
2. Divide 56438971 by 4064.
3. Find the value of the following expression: $15 \times 37153 - 73474 - 67152 \div 4 + 40734 \times 2$.
4. Multiply $\frac{5}{12}$ separately by 3, 9, 12, 36.
5. Reduce 2 tons 7 cwt. 3 qrs. 24 lbs. into lbs.
6. A person bought 500 yards of cloth at 15s. 9d. a yard, and retailed it at 16s. 3d. a yard: what was his profit?
7. How much water must be added to a cask containing 60 gallons of spirit at 12s. 6d. a gallon to reduce the price to 8s. a gallon?
8. Divide £8 11s. 6d. among 5 men, 6 women, and 7 boys, giving each woman twice as much as each boy, and each man thrice as much as each woman.
9. A wheel makes 514 revolutions in passing over 1 mile 467 yards 1 foot: what is its circumference, and its diameter?
10. Find the value of $\frac{3}{8}$ of £5 13s. 9d.
11. A block of stone is 2 yards 1 foot 3 inches long, 1 foot 7 inches broad, and 2 feet thick: find its solid contents, and its value at 2s. 3d. per cubic foot.
12. How many imperial gallons will a cistern contain whose length, depth, and breadth are 7 feet 3 inches, 3 feet 8 inches, and 2 feet 10 inches, respectively?
13. What is the cost of five dozen eggs at 5 for two-pence?

LATIN. *Monday Afternoon, 8th June, 1863.*

[Three hours.]

Rev. A. DAVENPORT, B.A., *Examiner.*

1. Write the plural number of *idem*, *genus*, and *dulcis*.
2. Decline the following tenses; viz.—the imperative mood of *sum*; the preterimperfect subjunctive passive of *doceo*; and the perfect indicative active of *mordeo*.
3. Write an English derivative from each of the following words; viz.—*puer*, *mos*, *limen*, *grecor*, *claudio*, *teneo*, *queror*, *medeor*, *fungo*, *pascor*, *qualis*.
4. Translate into English,—

Ad hæc Cæsar respondit:—"Se magis consuetudine suâ, quàm merito eorum, civitatem conservaturum, si priùs, quàm aries murum adtigisset, se dedidissent: sed deditionis nullam esse conditionem, nisi armis traditis: se id, quod in Nervii fecisset, facturum finitimisque imperaturum, ne quam dedititiis populi Romani injuriam inferrent." Re nunciatâ ad suos, "quæ imperarentur, facere" dixerunt. Armorum magnâ multitudine de muro in fossam, quæ erat ante oppidum, jactâ, sic ut prope summam muri aggerisque altitudinem acervi armorum adæquarent; et tamen circiter parte tertiâ, ut postea perspectum est, celatâ atque in oppido retentâ, portis patefactis, eo die pace sunt usi.

5. When a speech is reported in the third person, in what mood are the principal verbs, and in what mood are the verbs in the subordinate clauses? Show instances of this usage in the foregoing passage.

6. Translate into English,—

Rex erat Æneas nobis, quo justior alter
 Nec pietate fuit, nec bello major et armis;
 Quem si fata virum servant, si vescitur aurâ
 Æthereâ, neque adhuc crudelibus occubat umbris;
 Non metus, officio neque te certâsse priorem
 Pœniteat. Sunt et Siculis regionibus urbes,
 Arvaque, Trojanoque à sanguine clarus Acestes.
 Quassatam ventis liceat subducere classem,
 Et sylvis aptare trabes, et stringere remos.

7. Describe the metre of the Æneid, and scan the fourth line in the above extract. Arrange in order as a hexameter the following words:—Sol tam nec aversus ab urbe Tyriâ jungit equos.

8. Translate into Latin the following sentences:—

Cæsar ordered the town to be sacked. In that battle he lost two hundred soldiers. At dawn of day he led out all his troops, and waited to see what measures the enemy would adopt.

HISTORY. *Friday, 12th June, 1863.*

[Time allowed three hours.]

HENRY BUTLER, Esq., *Examiner.*

1. Give a brief account of the principal events occurring during Saul's reign. State its duration.
2. Give an account of Asa, Joash, Jotham, Hezekiah, Ahab, and Zimri; and relate any remarkable events occurring in their time.
3. Give the dates of the Persian invasions of Greece; the principal Battles, and their results.
4. What was the cause of the Peloponnesian War? State its duration and result. Give the names of the most celebrated men of the time.
5. Narrate briefly the circumstances attending the death of Phidias, Cleon, Pericles, Brasidas, Polycrates, Hipparchus, and Miltiades.
6. Describe the form of the Roman Government at the close of the Punic Wars. Give the titles of the Chief Officers of State, and the duties attached to them; also the names of some who held them.
7. Give an outline of the principal events that occurred in the interval between the 1st and 2nd Punic Wars.
8. Give a short account of the Battles of Metaurus, Trasimene, Cannæ, Zama, and Trebia, and their respective dates.
9. Describe the Saxon Heptarchy. Give some account of the manners and customs of the Anglo-Saxons at that time.
10. State what you know of Witenagemot, Magna Charta, the Bill of Rights, and the Reform Bill.
11. What was the cause of the Wars of the Roses? At what period did they occur? Relate the principal events of the time.
12. What was the cause of the first War between the French and English in America? At what period did it occur? And what was the result?
13. Why was the alteration in the Calendar introduced, and when did it occur?
14. Give the dates of the Peace of Amiens, Treaty of Utrecht, Aix la Chapelle, Peace of Paris.
15. Name the Wars that preceded the following Treaties:—Peace of Amiens; Treaty of Utrecht; Peace of Aix la Chapelle; Treaty of Paris; Treaty of Lewes; and state their respective dates.

GREEK. *Wednesday Afternoon, 10th June, 1863.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. Write and classify the mute consonants.
2. Decline the plural number of ἀρχή, νόμος, and ἱππεύς, and the singular number of ἐγώ and οὗτος.
3. Decline the participles λεχθείς and δούς.
4. Write out the 1 aor. indic. act. of τέρω, the fut. indic. act. of νέμω, the pres. indic. of εἶμι, εἶμι, and ἴημι.
5. Translate into English :

(1.) νύξ ἡ ἡμέρα ἐγένετο.

(2.) εἰ τοῦτο ἔλεξας, ἡμαρτες ἄν.

(3.) ἐντεῦθεν ἐπορεύοντο ὡς ἐδύναντο τάχιστα.

(4.) ὁ Ξενοφῶν ἐλθὼν ἔλεγεν ὅτι ἐν πονηροῖς τόποις σκηνοῦν καὶ πλησίον εἶεν οἱ πολέμοι.

In (1) how is the subject distinguished from the predicate ?

Parse ἡμαρτες and σκηνοῦν.

6. Translate into Greek :

The king died.

They remained there three days.

Necessity taught them to fight bravely.

Let us consult together about our safety.

7. Write the Greek roots of the following words, giving the meaning of each root ; viz.—arctic, type, geography, democrat, microscope, monarch, gymnastic, symbol, physic, epitaph, syllable, telegraph.

EUCLID. *Thursday Afternoon, 11th June, 1863.*

[Three hours allowed for this Paper.]

1. Write out any six of the axioms.
2. Define a *circle*, a *trapezium*, a *square*, a *scalene triangle*, a *right angle*, a *figure*.
3. From a given point draw a straight line equal to a given straight line.
4. Prove that the angles at the base of an isosceles triangle are equal to one another ; and if the equal sides be produced, the angles upon the other side of the base shall be equal.
5. Draw a straight line at right angles to a given straight line, from a given point in the same.
6. Prove that the greater side of every triangle is opposite to the greater angle.
7. Prove that the greater angle of every triangle is subtended by the greater side, or has the greater side opposite to it.
8. Prove that if a straight line falling upon two other straight lines, make the alternate angles equal to each other, these two straight lines are parallel.
9. Parallelograms upon the same base and between the same parallels are equal to one another.
10. In any right-angled triangle, the square described upon the side subtending the right angle, is equal to the squares described upon the two sides containing the right angle.

ALGEBRA. *Tuesday Afternoon, 9th June, 1863.*

[Three hours allowed for this Paper.]

N.B.—Let the work in each case be clearly shown.

- What is Algebra ?
- What is meant by "*Like Quantities,*" "*Coefficients,*" "*Positive Quantities,*" "*Involution,*" "*Indices,*" "*Common Measure,*" "*Common Multiple?*"
- Give examples of the Signs or Symbols used in Algebra, and explain their meanings.
- Collect the following Quantities into one Bracket, in the order in which they stand :—
 $-a + b - c + d - e - f + g + h - x.$
 Also, into two Brackets, each containing three Quantities,—
 $2a - b - 3c + 4d - 2e + 3f.$
 And into three Brackets, each containing two Quantities,—
 $-2e + 3f + 2a - b - 3c + 4d.$
- Reduce to their simplest forms :—
 $(2x^2 - 2y^2 - z^2) - (3y^2 + 2x^2 - z^2) - (3x^2 - 2y^2 - x^2).$
 And $\{2x - (3y - z)\} - \{y + (2x - z)\} + \{3z - (x - 2y)\} - \{2x - (y - z)\}.$
- Add together the following Quantities :—
 $7a - 3b + 4c - 2d + 7, \quad -8a + 4b - 6c + 2d - 11, \quad 13a + 3b - 5c + 4d - 4, \quad 2a - b + c + 11,$
 $a + 2d - 3.$
 Also, $x^3 - 3ax^2 + 3a^2x - a^3, \quad 4x^3 - 5ax^2 + 6a^2x - 15a^3, \quad 3x^3 + 4ax^2 + 2a^2x + 6a^3,$
 $-17x^3 + 19ax^2 - 15a^2x + 8a^3, \quad -13ax^2 - 27a^2x + 18a^3.$
- What is the difference between—
 $2x^2 + 3x - 1$ and $7x^2 - 2x + 4.$
 And between $3a^4 - 2a^3b + 6a^2b^2 - 2ab^3 + 3b^4$
 and $a^4 - 2a^3b + 3a^2b^2 - 4ab^3 + 5b^4 - \{2ab^2 - 3a^2b^2 + 4a^3b - 5a^4\}$
- What is the Square of $1 - 2x + x^2$? the Cube of $ax - y^2$? the Fourth Power of $ax + x^2$?
- What is the Greatest Common Measure of—
 $\frac{x^2 + x - 2}{x^2 - 3x + 2},$ and of $\frac{2x^3 + 10x^2 + 14x + 6}{x^3 + x^2 + 7x + 39}?$
- What is the Least Common Multiple of—
 $ab + ad$ and $ab - ad$; and of $2(a + b)$ and $3(a^2 - b^2)?$
- Find the value of x in the following Equations :—
 (1.) $1 - \frac{x}{2} \left(1 - \frac{3}{4x}\right) = \frac{2}{3} \left(3 - \frac{5x}{2}\right) + 5\frac{1}{4}.$
 (2.) $\frac{1}{4} \left\{3x - \frac{2}{3}(1 + x)\right\} + \frac{1 - \frac{1}{3}x}{5\frac{1}{2}} = \frac{2\frac{2}{3} + \frac{1}{25}(x - 1)}{2\frac{1}{5}}.$
- Divide 150 into two parts, such that if one be divided by 23 and the other by 27, the sum of the two Quotients may be 6.
- A person being asked how many ducks and geese he had in his garden, said : "If I had 8 more of each, I should have 8 ducks for 7 geese ; and if I had 8 less of each, I should have 7 ducks for 6 geese." How many had he of each ?
- Divide £149 among $A, B, C, D,$ so that A may have half as much again as $B,$ and a third as much again as B and C together ; and D a fourth as much again as A and C together.
- What is the Square Root of $1 + 4x + 10x^2 + 12x^3 + 9x^4$?
- Prove the Rule for finding the Greatest Common Measure.

FRENCH. *Thursday Morning, 11 June, 1863.*

[Three hours allowed for this Paper.]

1. What accents are used in French? Give examples, and explain the effect of each as regards pronunciation.
What is the origin of the circumflex? Illustrate your answer by examples.
2. What are the apostrophe and cedilla? Show by examples how they are used.
3. What are the demonstrative pronouns? Exemplify them in the following sentences :—
This book was given me by that man.
This woman's son is one of those who come from Paris.
This is silver, but that is gold.
The climate of Italy is preferable to that of Switzerland.
These are my brothers,—those are my cousins.
4. Decline the definite article, and give examples of its use in French in cases where in English it is omitted.
5. Give the derivations and the English of the following words :—Père, mère, fils, livre, clef, croix, main, homicide, venir, bon, évêque.
6. What are the personal pronouns? What form is used to express emphasis, as in the following sentences :—*I* am not going there. *He* is not the man I am looking for.
How are the following sentences rendered :—
She is younger than I. They alone were speaking.
It was not he. It is I who am speaking.
7. Translate into French the following passage :—
“Before Switzerland had conquered her liberty, there was at Altorf a Governor whose name was Gessler, who, abusing the power which was entrusted to him, permitted himself to exercise the most cruel tyranny. There was in that neighbourhood a man who joined a noble pride to a frank and sincere character. His name was William Tell. His affairs having conducted him to Altorf, he arrived in the public square; he examined the post; the hat which was placed upon it surprised him, and made him laugh.”
8. What are the different tenses used in French? Explain the meaning and mode of using each, and give examples.
9. What are the participles, active and passive, of the following verbs :—
Lire, mettre, écrire, prendre, finir, croire, avoir, craindre, connaître, boire, vivre, haïr, être, sortir, voir, venir, pleuvoir.
10. Translate into English the following passage :—
“Guillaume avait un fils unique âgé d'environ dix ans, qu'il aimait tendrement. Le tyran *crut* qu'il ne *pourrait* mieux satisfaire sa fureur qu'en exposant le malheureux père au péril certain de le tuer de sa propre main. Il ordonna donc qu'on lui *amenât* aussitôt le jeune enfant, qu'on le *fît* mettre au milieu de la place, et qu'on posât une pomme sur sa tête. Il *promit* que le père *obtiendrait* sa grâce si, placé à une certaine distance, il perçait la pomme d'un seul coup. Le pauvre enfant avait été conduit dans le milieu. On l'attache et on lui met la pomme fatale sur la tête. Le père est trainé d'un autre côté; il lève les yeux et les mains au ciel: “Dieu plein de bonté!” s'écrie-t-il, “*conduisez* vous même le coup.”
11. Point out and explain, in the above passage, any peculiarities of idiom, and parse all the words that are in Italics. In what mood are *amenât* and *fît*, and why? Correct the error in the fifth line.