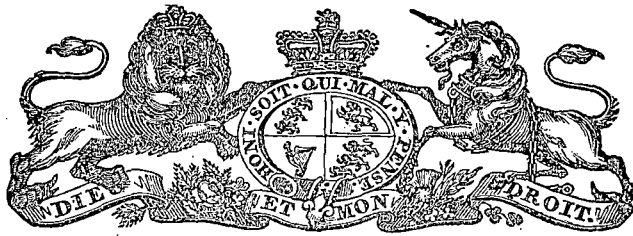


(No. 2.)



1877.

SESSION III.

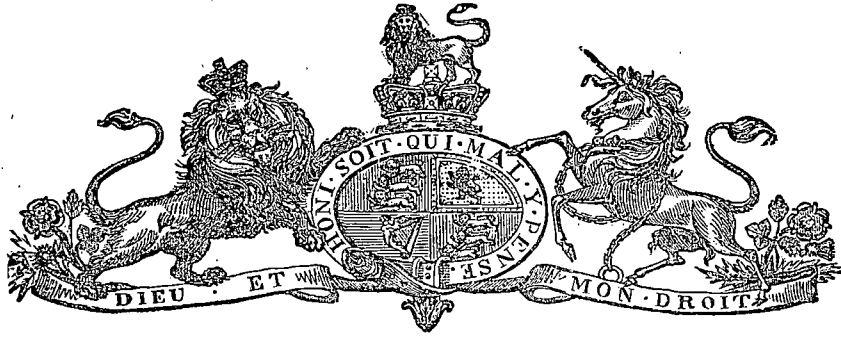
TASMANIA.

HOUSE OF ASSEMBLY.

TASMANIAN SCHOLARSHIPS:

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.

TASMANIAN SCHOLARSHIPS.

THE Council of Education has directed the publication of the names of the under-mentioned Candidates who have passed the Examination for the Tasmanian Scholarships to the satisfaction of the Examiner; and to whom such Scholarships have been awarded accordingly, under the terms of "The Tasmanian Council of Education and Scholarship Act:"—

WILLIAM HARVEY BUCKLAND, age 18 years and 6 months, Hobart Town, Tasmania, Associate of Arts, 1874, Pupil of the Rev. R. D. Poulett-Harris, M.A., High School, Hobart Town.

HERBERT BURGESS BARRETT, age 18 years and 9 months, Hobart Town, Tasmania, Associate of Arts, 1874, Pupil of the Rev. R. D. Poulett-Harris, M.A., High School, Hobart Town.

The Report of the Examiner is annexed.

By Order of the Council,

GEO. RICHARDSON, *Secretary.*

Hobart Town, 3rd October, 1876.

EXAMINER'S REPORT.

MR. PRESIDENT AND MEMBERS OF THE TASMANIAN COUNCIL OF EDUCATION.

I HAVE the honor to report that the Examination for the Tasmanian Scholarships commenced on Monday the 25th of September, and occupied the whole week.

Five Candidates presented themselves for examination, and, on adding up the marks at the close, it was found that only two had satisfied the necessary conditions prescribed by the Council; viz.—

"3" who obtained 1251 in Classics, and a Total of 2100.

"1" who obtained 1200 in Classics, and a Total of 2021.

No one of the Five obtained the requisite number in Mathematics, but "2" obtained a Total of 1834, which exceeds the required standard.

On opening the sealed envelopes it was found that the Scholars for the year were—

WILLIAM HARVEY BUCKLAND, A.A. 1874, and

HERBERT BURGESS BARRETT, A.A. 1874.

A full schedule of the marks obtained by all the Candidates is appended to this Report.

J. E. BROMBY, *D.D., Examiner.*

Hobart Town, 2nd October, 1876.

EXAMINATION for TASMANIAN SCHOLARSHIPS, September, 1876.

TABLE OF MARKS.

	Full Marks.	1.	2.	3.	4.	5.
MATHEMATICS.						
I. Arithmetic and Algebra	350	53	130	190	148	45
II. Euclid, Geometrical Conics, and Trigonometry	375	124	222	99	114	128
III. Trigonometry and Analytical Conics	375	105	244	123	153	113
IV. Differential Calculus and Natural Philosophy	400	105	130	60	90	5
<i>Total</i>	1500	387	726	472	505	291
CLASSICS.						
I. Greek Authors	260	190	215	211	141	175
II. Latin Authors	240	215	184	231	162	234
III. General Questions	300	179	127	183	87	143
IV. Greek Composition	250	195	73	218	63	214
V. Latin Composition	300	279	43	285	136	256
VI. Ancient History	150	142	131	123	66	77
<i>Total</i>	1500	1200	773	1251	655	1099
MODERN LANGUAGES AND HISTORY.						
I. English	250	109	93	121	59	52
II. French	250	142	134	167	112	107
III. Constitutional and European History	250	183	108	89	46	89
<i>Total</i>	750	434	335	377	217	248
GRAND TOTAL	3750	2021	1834	2100	1377	1638

J. E. BROMBY, D.D., Examiner.

Hobart Town, 2nd October, 1876.

Mathematics.—I.

Four hours.

DR. BROMBY, Examiner.

ARITHMETIC AND ALGEBRA.

1. A bankrupt owes A £256 6s. 8d., B £203 10s., C £141 13s. 4d.; his estate is worth £421 1s.; how much will A , B , and C respectively receive?
2. By selling a horse for £116 17s. a person lost 5 per cent.; what will be his gain or loss per cent. if he sell him for £132 4s. 6d.?
3. A man buys a flock of sheep consisting of 117 for £108; he loses 3, and finds 18 others in such bad condition that he is obliged to sell them for 4 shillings apiece less than they cost him; at how much per head must he sell the remainder in order that he may on the whole gain £5 by the transaction?
4. Find banker's discount on a bill of £131 3s. 6d. drawn Aug. 1 at 4 months and discounted Sep. 12 at 5 per cent.
5. A room 27.7 feet long, 19.55 feet wide, and 12.4 feet high is hung with paper 2.7 feet wide; find cost of the paper at 1s. 3d. a yard.
6. The edge of a cube is 250 feet; find the length of its diagonal to two places of decimals.
7. Find the value of $\frac{x^5 + ax^4 - a^4x - a^5}{x^4 + 2ax^3 - 2a^2x^2 - 2a^3x + a^4}$, when $x = a$;
and of $\frac{x\varepsilon^{2x} + 1 - \varepsilon^{2x} - x}{\varepsilon^{2x} - 1}$ when $x = 0$.

8. Show that in the process of finding the greatest common measure of two integral numbers, certain factors may be introduced without affecting the result.
9. If $a - \sqrt{b}$ and $\sqrt{c} - a$ be two roots of an equation; what will the equation be? Solve it in order to verify the fact.
10. Solve the equations—
- (a) $\frac{4x - 21}{7} + 7\frac{x}{2} + \frac{7x - 28}{3} = x + 3\frac{x}{2} - \frac{9 - 7x}{8}$.
- (b) $\frac{5x - 9}{3 + \sqrt{5x}} - 1 = \frac{1}{2}(\sqrt{5x} - 3)$. (c) $\left. \begin{array}{l} x - \sqrt{x} = 3 - y \\ y - \sqrt{y} = 4 - x \end{array} \right\}$
- (d) $\left. \begin{array}{l} 2yz + xz = 3xy \\ 3y - 2z = 2xy \\ 3z - 3x = 4xz \end{array} \right\}$ (e) $x^2 + x + 3\sqrt{2x^2 - 3x + 2} = \frac{5x}{2} + 7$.
11. There is a number of two digits the square root of which is less by 2 than its units digit, but exceeds three times the sum of its digits by 10. Find the number.
12. A farmer bought a flock consisting of 22 ewes and a ram for 5 shillings apiece all round. The ewes he sells at a gain of 5 per cent.: how ought he to sell the ram that he may clear 10 per cent. on the whole? Generalise this problem by supposing there to be m sheep in the whole flock bought for p £, n sold at a gain of 5 per cent., and the remainder to clear 10 per cent. on the flock. Find price of the latter.

13. If $a : b :: c : d$, prove that $a + d - (b + c) = \frac{(a - b)(a - c)}{a}$;
and that $a + b - (c + d) = \frac{(a + b)(b - d)}{b}$.

Point out the condition for each expression to be positive.

14. Determine the relation between a , b , and c , so that they may be the p th, q th, and r th terms of an arithmetic progression.
15. If s_1 be the sum of the odd terms of the expansion of $(a + x)^m$, and s_2 be the sum of the even terms; prove that $s_1^2 - s_2^2 = (a^2 - x^2)^m$.
16. Prove that any number is divisible by 8, if the number consisting of the last three digits in order be divisible by 8.

Mathematics.—II.

Four Hours.

DR. BRÖMBY, *Examiner*.

EUCLID. GEOMETRICAL CONICS. LOGARITHMS.

- Show how to describe a parallelogram equal to a given irregular pentagon and having an angle equal to a given rectilinear angle.
- What proposition in Euclid proves the property expressed algebraically by $(a + b)a = ab + a^2$. Express in algebraic symbols the enunciation of Euc. II. 10.
- The straight line drawn at right angles to the diameter of a circle from the extremity of it falls without the circle; and no straight line can be drawn from the extremity between that straight line and the circumference so as not to cut the circle.
- Through a given point within a circle draw the least possible chord.
- In any right-angled triangle, any rectilinear figure described on the side subtending the right angle is equal to the similar and similarly described figures on the sides containing the right angle.
- 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.

7. Draw two straight lines from two given points to meet in a line given in position and which shall contain a given angle. How many solutions has this problem?
8. Prove that $\log_a b \times \log_b a = 1$.
9. Prove that e the base of the Napierian logarithms is an incommensurable quantity.
10. What is the modulus of the common system of logarithms? Given its numerical value = .43429448, show that when the tables are calculated to seven places of decimals the change of the logarithm is proportional to the change of the number.
11. If PV be the abscissa of any point Q on the parabola, prove that $QV^2 = 4SP \cdot PV$.
12. If an ellipse, a parabola, and a hyperbola have the same focus and directrix, prove that the ellipse lies wholly within the parabola, and the parabola wholly within the hyperbola.
13. In the ellipse the focal ordinate is a harmonic mean between the segments of any focal chord.
14. If a right circular cone be cut by a plane, show that the section will be a conic; and determine the condition for its being a parabola, ellipse, or hyperbola.

Mathematics.—III.

Four hours.

Dr. BROMBY, *Examiner*.

TRIGONOMETRY AND ANALYTICAL GEOMETRY.

1. What are the numerical values of $\sin 45^\circ$ and $\sin 30^\circ$? From these proceed to investigate the numerical value of $\sin 15^\circ$.
2. In an isosceles triangle whose vertical angle is equal to half of either of the base angle, what is the numerical value of each angle?
By the aid of Euclid IV. 10, investigate the numerical value of $\sin 18^\circ$.
3. Give $6 \tan \theta + 12 \cot \theta = 5\sqrt{3} \sec \theta$: find value of $\tan \theta$.
4. If $\sin \theta \sec \phi = m$ and $\cos \theta \operatorname{cosec} \phi = n$; prove that $\sin \theta = m \sqrt{\frac{1-n^2}{m^2-n^2}}$, and $\sin \phi = n \sqrt{\frac{m^2-1}{m^2-n^2}}$.
5. Given the four fundamental formulæ of functions of two angles, prove that $\sin A - \sin B = 2 \cos \frac{A+B}{2} \sin \frac{A-B}{2}$.
6. In order to ascertain the height of a castle on the top of a cliff, I measured from my position 240 yards directly from the castle and at the ends of this line found the angles of elevation of the top of this castle to be 29° and $13^\circ 16'$; also at the further end of the line the castle's height subtended an angle of $5^\circ 15'$. What was the castle's height?
7. A fort was observed by a ship at sea to bear E.N.E., and after sailing 4 miles to the east the captain observed that it bore N.N.E. Find the last distance from the ship to 3 places of decimals.
8. The sides of a triangle are in arithmetical progression and its area is to that of an equilateral triangle of the same perimeter as 3 : 5. Find the ratio of the sides and the value of the largest angle.
9. Assuming the truth of De Moivre's theorem, expand $\cos a$ according to powers of a .
10. The equation $2y^2 - 3xy - 2x^2 - y + 2x = 0$ represents two straight lines: find the angle between them.

11. If $(x - a)^2 + (y - b)^2 = r^2$, and $y = mx + c$ represent a circle and straight line; prove that the equation to a straight line, which touches the circle and is parallel to the straight line, is $y - b = m(x - a) \pm r\sqrt{1 + m^2}$. Exhibit geometrically $\pm r\sqrt{1 + m^2}$.
12. Investigate the equation to a line touching the curve $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ at the point $(x'y')$. What form will the resulting equation assume, when the co-ordinates of the centre are a and b ?
13. Prove that in the ellipse the normal bisects the interior angle between the focal distances. How is this property represented in the parabola and hyperbola?
14. Prove that in the hyperbola the transverse axis is the least line which can be drawn from the centre to the curve.
15. In the curve $5x^2 + 6xy + 5y^2 - 26x - 22y + 29 = 0$, find position of the centre, and dimensions of the axes.

Mathematics.—IV.

Four hours.

DR. BROMBY, *Examiner*.

DIFFERENTIAL CALCULUS AND NATURAL PHILOSOPHY.

1. Define a differential coefficient; and from the definition investigate those of $\sin x$, $\tan^{-1}x$, $\log x$.
2. Differentiate $\varepsilon^{ax} \sin bx$, $\sin^{-1} \sqrt{\sin x}$, $\cos^{-1} \frac{b + a \cos x}{a + b \cos x}$, $\log \frac{\sqrt{1+x} + \sqrt{1-x}}{\sqrt{1+x} - \sqrt{1-x}}$.
3. If $u = \frac{1}{6} \log \frac{(y+1)^2}{y^2 - y + 1} - \frac{1}{\sqrt{3}} \tan^{-1} \frac{2y-1}{\sqrt{3}}$, where $y = \frac{\sqrt{1+3x+3x^2}}{x}$, show that $\frac{du}{dx} = \frac{1}{xy(1+x)}$.
4. If $u = \varepsilon^{x \cos a} \times \cos(x \sin a)$, prove that $\frac{d^2u}{dx^2} = \varepsilon^{x \cos a} \cos(x \sin a + na)$.
5. A particle is placed at the centre of a regular hexagon, and is acted on by forces tending to the angles of the hexagon and represented in magnitude by the first six natural numbers. Prove that the magnitude of the resultant will be represented by -6 and will make an angle of 60° with the direction of the first force.
6. Three forces acting on a point keep it at rest; and they are in the ratios of $\sqrt{3} + 1 : \sqrt{6} \cdot 2$. Find the angles at which they are respectively inclined to each other.
7. Two weights P and Q support each other on two planes inclined to the horizon at angles a and β respectively, by means of a string passing over the common vertex of the planes. Find the ratio of $P : Q$, and the tension of the string.
If Q be only $\frac{2}{3}$ of the weight of P , and $a = 30^\circ$ and $\beta = 45^\circ$, find the length of plane up which Q will ascend from rest in $3''$, assuming gravity to be 32 .
8. A uniform beam 6 feet in length rests with one end against a smooth vertical wall, the other end resting on a horizontal plane inclined at an angle of 45° . A weight $= \frac{2}{3}$ weight of the beam is suspended at a distance of $4\frac{1}{2}$ feet from the lower end of it. Find the ratio of friction to the weight of the beam which shall just prevent sliding.
9. A cone whose vertical angle is $\cot^{-1} 4\sqrt{3}$ is placed with its base on an inclined plane, and is prevented from sliding. Find the greatest inclination of the plane that it may just not fall over.
10. Prove the times of descent from the highest point of a vertical circle down all the chords drawn through that point are equal.
11. If the horizontal range of a projectile be to the greatest height as $4 : \sqrt{3}$; find the angle of projection.

12. Two squares, whose sides are 9 and 5 inches respectively, are immersed vertically in a fluid; their sides being parallel to its surface. The first square has its upper side at a depth of 4 inches beneath the surface; find the depth to which the second square must be sunk, so that the pressure on it may be three times that of the first.
13. If in a mixture of two fluids whose specific gravities are 3 and 5 respectively, a body whose specific gravity is 8 loses half its weight; compare the quantities mixed.
14. Describe a condenser and its gauge. If the capacity of the receiver of a condenser be 30 times that of the barrel, and the length of its horizontal gauge be 20 inches; determine the position of the globule of mercury after 12 turns.

Classics.—I.

Three hours.

DR. BROMBY, *Examiner.*

GREEK AUTHORS.

1. Translate—

[If you find it necessary to use English idioms, add a literal translation in the margin.]

EMΠ. Καὶ ταῦθ' ὅπως ἤκουσ' ὁ Λαέρτου τόκος
τὸν μάντιν εἰπόντ' εὐθίως ὑπέσχετο
τὸν ἄνδρ' Ἀχαιοῖς τόνδε δηλώσειν ἄγων·
οἷοιτο μὲν, μάλισθ' ἑκούσιον λαβῶν·
εἰ μὴ Ζέλοι δ', ἄκοντα· καὶ τούτων, κἄρα
τέμνειν ἐφέιτο τῷ Ζέλοντι, μὴ τυχῶν.
ἤκουσας, ὦ παῖ, πάντα· τὸ σπεύδειν δέ σοι
καὐτῷ παραινῶ κεί τινος κήδει περί.

ΦΙΛ. οἱ μοι τάλας. ἢ κείνος ἢ πᾶσα βλάβη
ἔμ' εἰς Ἀχαιοὺς ὤμοσέν πείσας στελεῖν;
πεισθήσομαι γὰρ ὧδε κἄξ' Ἄιδου θανάτων
πρὸς φῶς ἀνελθεῖν, ὥσπερ οὐκείνου πατῆρ.

EMΠ. οὐκ οἶδ' ἐγὼ ταῦτ'. ἀλλ' ἐγὼ μὲν εἴμ' ἐπὶ
ναῦν· σφῶν δ' ὅπως ἄριστα συμφεροὶ θεός.

2. In the above supply ellipsis after ἄγων in l. 3. Parse ἐφέιτο. Where is the accent usually placed in a diphthong? Is Ἄιδου correctly marked? Who was οὐκείνου πατήρ? What is the allusion? In the penultimate line if μὴν were to replace μὲν, what rule of scansion would be violated? Enunciate this rule fully.

3. Translate—

Τούτων γὰρ ἀπάντων ἦν ἐν τοῖς ἄνω χρόνοις ἐξέτασις, καὶ ἔδωκεν ὁ παρελθὼν χρόνος πολλὰς ἀποδείξεις ἀνδρὶ καλῷ τε κάγαθῷ, ἐν οἷς οὐδαμοῦ σὺ φανήσει γεγονός, οὐ πρῶτος, οὐ δεύτερος, οὐ τρίτος, οὐ τέταρτος, οὐ πέμπτος, οὐχ ἕκτος, οὐχ ὀποσοσοῦν, οὐκ οὐ ἐπὶ γ' οἷς ἢ πατὴρ ἢ υἱὸς ἢ δόξῃς. Τίς γὰρ συμμαχία σοῦ πράξαντος γέγονε τῇ πόλει; τίς δὲ βοήθεια ἢ κτήσις εὐνοίας ἢ δόξης; τίς δὲ πρεσβεία; τίς διακονία δι' ἣν ἢ πόλις ἐντιμότερα; τί τῶν οἰκείων ἢ τῶν Ἑλληνικῶν καὶ ξενικῶν, οἷς ἐπέστης, ἐπηνώρθωται; ποῖαι τριήρεις; ποῖα βέλη; ποῖοι νεώσοικοι; τίς ἐπισκενὴ τειχῶν; ποῖον ἵππικόν; τί τῶν ἀπάντων σὺ χρήσιμος εἶ; τίς ἢ τοῖς εὐπόροις ἢ τοῖς ἀπόροις πολιτικὴ καὶ κοινὴ βοήθεια χρημάτων; οὐδεμία. Ἄλλ', ὦ τῶν, εἰ μὴδὲν τούτων, εὐνοία γε καὶ προθυμία; ποῦ; πότε; ὅστις; ὦ πάντων ἀδικώτατε, οὐδ' ὅτε ἅπαντες, ὅσοι πρόποτ' ἐφθέγγαντ' ἐπὶ τοῦ βήματος, εἰς σωτηρίαν ἐπεδίδοσαν, καὶ τὸ τελευταῖον Ἀριστόνικος τὸ συνειλεγμένον εἰς τὴν ἐπιτιμίαν ἀργύριον, οὐδὲ τότε οὔτε παρῆλθες οὔτ' ἐπέδωκας οὐδὲν, οὐκ ἀπορῶν, πῶς γάρ; ὅς γε κεκληρονόμηκας μὲν τῶν Φίλωνος τοῦ κηδεστοῦ χρημάτων πλείονων ἢ πεντατάλαντων, διτάλαντον δ' εἶχες ἔρανον δωρεὰν παρὰ τῶν ἡγεμόνων τῶν συμμοριῶν ἐφ' οἷς ἐλυμήνω τὸν τριηραρχικὸν νόμον.

4. Translate—

Χάλκεοι μὲν γὰρ τοῖχοι ἐληλάδατ' ἔνθα καὶ ἔνθα,
Ἔς μυχὸν ἐξ οὐδοῦ· περὶ δὲ Θριγκὸς κῦναοιο·
Χρῦσαι δὲ θύραι πυκινὸν δόμον ἐντὸς ἔργον·
Ἀργύρειοι δὲ σταθμοὶ ἐν χαλκῷ ἔστασαν οὐδῶ,
Ἀργύρεον δ' ἐφ' ὑπερθύριον, χρυσήν δὲ κορώνην.

Χρύσειοι δ' ἑκάτερθε καὶ ἀργύρειοι κύνες ἦσαν,
 Οὐς Ἡφαιστος ἔτευξεν ἰδυίησι πραπίδεσσι,
 Δῶμα φυλασσέμεναι μεγάλητορος Ἀλκινόοιο,
 Ἀθανάτους ὄντας καὶ ἀγήρωσ ἤματα πάντα.
 Ἐν δὲ Φρόνοι περὶ τοῖχον ἐρηρέδατ' ἔνθα καὶ ἔνθα,
 Ἐς μυχὸν ἐξ οὐδοῖο διαμπερές· ἔνθ' ἐνὶ πέπλοι
 Λεπτοὶ εὐνήτοι βεβλήατο, ἔργα γυναικῶν.
 Ἐνθα δὲ Φαιήκων ἠγήτορες ἐδριώωντο,
 Πίνοντες καὶ ἔδοντες· ἐπηγετανὸν γὰρ ἔχεσκον.
 Χρύσειοι δ' ἄρα κοῦροι εὐδμήτων ἐπὶ βωμῶν
 Ἔστασαν, αἰθομένας δαΐδας μετὰ χερσὶν ἔχοντες,
 Φαίνοντες νύκτας κατὰ δῶματα δαιτυμόνεσσι.
 Πεντήκοντα δὲ οἱ δμῶαὶ κατὰ δῶμα γυναιῖκες·
 Αἱ μὲν ἀλετρεύουσι μύλης ἐπι μήλοπα καρπὸν,
 Αἱ δ' ἰστοὺς ὑφάουσι καὶ ἡλάκατα στρωφῶσιν
 Ἡμεναι, οἷά τε φύλλα μακεδνῆς αἰγείροιο·
 Καιροσέων δ' ἕθονέων ἀπολείβεται ὑγρὸν ἔλαιον.

5. Translate—

(A) ἔκ δὲ τῶν εἰρημένων τεκμηρίων ὅμως τοιαῦτα ἂν τις νομίζων μάλιστα ἂ διήλθον οὐχ ἁμαρτάνοι· καὶ οὔτε ὡς ποιηταὶ ὑμνήκασι περὶ αὐτῶν ἐπὶ τὸ μείζον κοσμοῦντες μᾶλλον πιστεύων, οὔτε ὡς λογογράφοι ξυνέθεσαν ἐπὶ τὸ προσαγωγότερον τῇ ἀκροάσει ἢ ἀληθέστερον, ὄντα ἀνεξέλεγκτα καὶ τὰ πολλὰ ὑπὸ χρόνου αὐτῶν ἀπίστως ἐπὶ τὸ μωθῶδες ἐκνευικηκότα· εὐρῆσθαι δὲ ἠγησάμενος ἐκ τῶν ἐπιφανεστάτων σημείων ὡς παλαιὰ εἶναι ἀποχρώντως· καὶ ὁ πόλεμος οὗτος, καίπερ τῶν ἀνθρώπων ἐν ᾧ μὲν ἂν πολεμῶσι τὸν παρόντα ἀλλ' ἐμείζον κρινόντων, πανσαμένων δὲ τὰ ἀρχαῖα μᾶλλον θαυμαζόντων, ἀπ' αὐτῶν τῶν ἔργων σκοποῦσι δηλώσει ὅμως μείζον γεγενημένος αὐτῶν.

(B) ἦδη δὲ βιαίου ὄντος αὐτοῦ οἱ τε ἄλλοι Ἕλληνες ἤχθοντο καὶ οὐχ ἥκιστα οἱ Ἴωνες καὶ ὅσοι ἀπὸ βασιλέως νεωστὶ ἠλευθέρωντο· φοιτῶντές τε πρὸς τοὺς Ἀθηναίους ἤξιον αὐτοὺς ἠγεμόνας σφῶν γενέσθαι κατὰ τὸ ξυγγενὲς καὶ Πausanία μὴ ἐπιτρέπειν ἦν που βιάζεται. οἱ δὲ Ἀθηναῖοι ἐδέξαντό τε τοὺς λόγους καὶ προσείχον τὴν γνώμην ὡς οὐ περιοψόμενοι τᾶλλα τε καταστησόμενοι ἢ φαίνοιτο ἄριστα αὐτοῖς. ἐν τούτῳ δὲ οἱ Λακεδαιμόνιοι μετεπέμποντο Πausανίαν ἀνακρινούστας ὧν περὶ ἐπυνθάνοντο· καὶ γὰρ ἀδικία πολλὴ κατηγορεῖτο αὐτοῦ ὑπὸ τῶν Ἑλλήνων τῶν ἀφικνουμένων, καὶ τυραννίδος μᾶλλον ἐφαίνετο μίμησις ἢ στρατηγία. ξυνέβη τε αὐτῷ καλεῖσθαι τε ἅμα καὶ τοὺς ξυμμάχους τῷ ἐκείνου ἔχθει παρ' Ἀθηναίους μετατάξασθαι πλὴν τῶν ἀπὸ Πελοποννήσου στρατιωτῶν. ἐλθὼν δὲ ἐς Λακεδαίμονα τῶν μὲν ἰδίᾳ πρὸς τινα ἀδικημάτων εὐθύνθη, τὰ δὲ μέγιστα ἀπολύεται μὴ ἀδικεῖν· κατηγορεῖτο δὲ αὐτοῦ οὐχ ἥκιστα Μηδισμὸς καὶ ἐδόκει σαφέστατον εἶναι. καὶ ἐκείνον μὲν οὐκέτι ἐκπέπουσιν ἄρχοντα, Δόρκιν δὲ, καὶ ἄλλους τινας μετ' αὐτοῦ στρατιὰν ἔχοντας οὐ πολλήν· οἷς οὐκέτι ἐφίεσαν οἱ ξύμμαχοι τὴν ἠγεμονίαν· οἱ δὲ αἰσθόμενοι ἀπῆλθον· καὶ ἄλλους οὐκέτι ὕστερον ἐξέπεμψαν οἱ Λακεδαιμόνιοι, φοβούμενοι μὴ σφίσιον οἱ ἐξιόντες χεῖρους γίγνωνται, ὅπερ καὶ ἐν τῷ Πausanία ἐνεῖδον· ἀπαλλαξείοντες δὲ καὶ τοῦ Μηδικοῦ πολέμου καὶ τοὺς Ἀθηναίους νομίζοντες ἰκανοὺς ἐξηγεῖσθαι καὶ σφίσιον ἐν τῷ τότε παρόντι ἐπιτηδείους.

Classics.—II.

Four hours.

Dr. BROMBY, Examiner.

GENERAL QUESTIONS ON THE CLASSICAL AUTHORS.

1. Οὐκ ἄρ' ἐκείνῳ γ' οὐδὲ προσμῖξαι θρασύ; Translate; and point out wherein the interrogation consists.
2. Discuss the following phrases:—ἀμφὶ σ' οὐνεκα: ἄκριτος ἔρις: παρὰ σοὶ κατέλυον: ὥσπερ ἐξ ἀμάξης: προαίρεσις: πάσας ἀφήκε φωνάς: ἀνταυλεῖν ταῦτα: ἐκ περιουσίας. What expression does Cicero employ equivalent to this last?
3. What were *συμμοριαί*? What two technical meanings belong to *πρόσοδοι*? Who were οἱ *τριηράρχαι*? Who first built the triremes?
4. When the several Greek States united into closer confederacy after the Persian invasion, where did they fix the public treasury? What was the annual revenue? What were the treasurers called?

5. What is the English of *ειλήλουθα*? Mention any words which the Attic writers employed containing similarly lengthened syllables.
6. Translate *τὸν αὐτὸν ἔχει ζῆλον ὁ στέφανος, ὅπου ἂν ἀναρρήθῃ*. What part of the verb is *ἀναρρήθῃ*? Is the accent correct? What was this *στεφανος*? What the locality in dispute?
7. Give a succinct account of the constitution of the Senate at Athens.
8. Parse *κάλπιν, προτιόσσεο, πεφραδέμεν, δειδέχεται, μήλοπα, ἐληλέδατο*.
9. What is the English of *δήεις*? Give an example of an aorist form with a present signification, and three examples of perfect forms with present meanings.
10. Derive, taking care to give the English of the word itself and its roots, *ὄγμειν, -ρυσάνωρ, ἀλφιστής, ἔμπυος, χαροπός, ἐτήτυμος, ἐωλοκρασία, ὑποσκελιζέιν, σπερμολόγος*.
11. What is the difference between *βαίος* and *βίαιος*; *δήσει* and *δεήσει*; *ὄμως* and *ὀμοίως*; *ἀποστήναι* and *ἀποστήσαι*; *ἐπολεμάθη* and *ἐπολεμήθη*; *βασκαίνω* according to the case it governs? and in the words *καιρος, ὤς, ταυτα, κᾶν*, according to accent?
12. Whether of the two *πανδημί* or *πανδημεί* is the correct form? State the principle which determines the matter.
13. Indicate the position of the following places:—*Ceta, Pella, Deceleia, Oropus, Corcyra, Samos, Karchedon, Massilia, Cynthus, Argos, Eryx*.
14. Explain the allusions in *ὠμόφρονος χρύσης: Germani minas: materno veniens ab avo: nondum Proserpina crinem abstulerat*.
15. Give proximate dates when Sophocles, Thespis, and Æschylus lived. What did each do for the drama? What was the difference between the Old, Middle, and New Comedy? Name any distinguished writer in each. Who first introduced a regular drama into Rome? At what date? Where was his theatre built? What other Latin writers subsequently distinguished themselves in the drama? Give their dates and the number of their plays still extant. What was a *fabula togata*? With what two words does *togata* in this technical sense stand in contrast?
16. In what ways are frequentatives formed in Latin? Give three examples of each. How are desideratives formed? Give three examples.
17.
 - (a) *Sidoniam picto chlamydem circumdata limbo.*
Translate and account for the cases of the nouns.
 - (b) *Troja Crimiso conceptum flumine mater*
Quem genuit.
Who is spoken of here? Translate the lines, and scan the first of them.
 - (c) *Litus ama et lævas stringat sine palmula cautes.*
Translate and account for the subjunctive.
 - (d) Translate *Nec dona moror.*
 - (e) Translate—
Udo sub robore vivit
Stuppa vomens tardum fumum, lentusque carinas
Est vapor, et toto descendit corpore pestis.
18. What ambiguity is in the word *infectus*? Give three other similar instances.
19. Derive as in question 10, *medulla, parasitus, mancipio, nomen, sicubi, comitia, thuricremus, facultas, ilicet, extemplo*.
20. *Tractabile cœlum*. Whence is this metaphor drawn? *Effusi nimbo similes*. In what does the similitude consist?
21. What is the difference between *animus, anima, and animi (pl.)*; *lacertus* and *lacerta*; *servus* and *verna*; *flamen* according to gender; and according to quantity of any syllable, *molitur, refertis, metitur, nitens, parent, reduces*?
22. Narrate from Livy the episode of Titus Atinius.

Classics.—III.

Three hours.

DR. BROMBY, *Examiner.*

LATIN AUTHORS.

1. Translate—

“Anna, vides toto properari litore : circum
 Undique convenere ; vocat jam carbasus auras,
 Puppibus et læti nautæ imposuere coronas.
 Hunc ego si potui tantum sperare dolorem,
 Et perferre, soror, potero. Misera hoc tamen unum
 Exsequere, Anna, mihi ; solam nam perfidus ille
 Te colere, arcanos etiam tibi credere sensus ;
 Sola viri molles aditus et tempora noras.
 I, soror, atque hostem supplex affare superbum :
 Non ego cum Danais Trojanam excindere gentem
 Aulide juravi, classemve ad Pergama misi ;
 Nec patris Anchisæ cinerem manesve revelli.
 Cur mea dicta negat duras demittere in aures ?
 Quo ruit ? extremum hoc miserae det munus amanti :
 Exspectet facilemque fugam ventosque ferentes.
 Non jam conjugium antiquum, quod prodidit, oro,
 Nec pulchro ut Latio careat, regnumque relinquat :
 Tempus inane peto, requiem spatiumque furori,
 Dum mea me victam doceat fortuna dolere.
 Extremam hanc oro veniam,—miserere sororis ;
 Quam mihi quum dederis, cumulatam morte remittam.”

2. Translate—

- (A) Multa quidem nobis facimus mala sæpe poëtae,—
 Ut vineta egomet cædam mea,—quum tibi librum
 Sollicito damus aut fesso ; quum lædimur, unum
 Si quis amicorum est ausus reprehendere versum ;
 Quum loca jam recitata revolvimus irrevocati ;
 Quum lamentamur non apparere labores
 Nostros et tenui deducta poëmata filo ;
 Quum speramus eo rem venturam, ut simul atque
 Carmina rescieris nos fingere, commodus ultro
 Arcessas et egere vetes et scribere cogas.
 Sed tamen est operæ pretium cognoscere, quales
 Ædituos habeat belli spectata domique
 Virtus indigno non committenda poëtae.
- (B) Si plausoris eges aulae manentis et usque
 Sessuri, donec cantor, “Vos plaudite,” dicat,
 Ætatis cujusque notandi sunt tibi mores,
 Mobilibusque decor naturis dandus et annis.
 Reddere qui voces jam scit puer et pede certo
 Signat humum, gestit paribus colludere et iram
 Colligit ac ponit temere et mutatur in horas.
 Imberbis juvenis tandem custode remoto
 Gaudet equis canibusque et aprici gramine campi ;
 Cereus in vitium flecti, monitoribus asper,
 Utilium tardus provisor, prodigus æris,
 Sublimis cupidusque et amata relinquere pernix.

3. Translate—

“Omitto Etruriæ festos et actos et institutos dies ; centesima lux est hæc ab interitu P. Clodii et, opinor, altera ; qua fines imperii populi Romani sunt, ea non solum fama jam de illo, sed etiam lætitia peragravit. Quamobrem, ubi corpus hoc sit, non, inquit, laboro, quoniam omnibus in terris et jam versatur et semper habitabit nominis mei gloria.”

Hæc tu mecum sæpe, his absentibus ; sed iisdem audientibus hæc ego tecum, Milo : Te quidem, quod isto animo es, satis laudare non possum ; sed, quo est ista magis divina virtus, eo majore a te dolore divellor. Nec vero, si mihi eriperis, reliqua est illa tamen ad consolandum querela, ut his irasci possim, a quibus tantum vulnus accepero. Non enim inimici mei te mihi eripient, sed amicissimi, non male aliquando de me meriti, sed semper optime. Nullum mihi umquam, iudices, tantum dolorem inuretis (etsi quis potest esse tantus ?), sed ne hunc quidem ipsū, ut obliviscar, quanti me semper feceritis. Quæ si vos

cepit oblivio, aut si in me aliquid offendistis, cur non id meo capite potius luitur quam Milonis? Præclare enim vixero, si quid mihi acciderit prius, quam hoc tantum mali videro.

Nunc me una consolatio sustentat, quod tibi, T. Anni, nullum a me amoris, nullum studii, nullum pietatis officium deficit.

4. Relate the circumstances which gave rise to the Oratio Pro Milone. What was the result of the trial? What were the *festi dies* in the above extract?
5. Translate—

Volero appellat tribunos. Quum auxilio nemo esset, consules spoliari hominem, et virgas expediri jubent. *Provoco*, inquit, *ad populum*, Volero; *quoniam tribunus civem Romanum in conspectu suo virgis cædi maluit, quam ipsi in lecto suo a vobis trucidari*. Quo ferocius clamitabat, eo infestius circumscindere et spoliare licitor. Tum Volero, et prævalens ipse, et adjuvantibus advocatis, repulso lictore, ubi indignantium pro se acerrimus erat clamor, eo se in turbam confertissimam recipit, clamitans, *Provoco, et fidem plebis imploro. adeste cives! adeste commilitones! nihil est quod expectetis tribunos: quibus ipsis vestro auxilio opus est*. Concitati homines, veluti ad prælium se expediunt: apparebatque omne discrimen adesse, nihil cuiquam sanctum, non publici fore, non privati juris. Huic tantæ tempestati quum se consules obtulissent, facile experti sunt parum tutam majestatem sine viribus esse. Violatis lictoribus, fascibus fractis, e foro in curiam compelluntur, incerti quatenus Volero exerceret victoriam. Conticescente deinde tumultu, quum in senatum vocari jussissent, queruntur injurias suas, vim plebis, Voleronis audaciam. Multis ferociter dictis sententiis, vicere seniores, quibus ira Patrum adversus temeritatem plebis certari non placuit.

Classics.—IV.

Three hours.

DR. BROMBY, Examiner.

GREEK COMPOSITION.

1. Translate into Attic prose—

Having prayed to the gods they retired to their ranks. Then the servants brought to Cyrus and to those about his person something to eat and drink. Cyrus breakfasted just as he stood; and having first poured the customary libation he drank; and the others around him also did likewise: after this he mounted his horse, and ordered those around him to mount. All were armed with the same arms as Cyrus himself, purple tunics, brazen breast-plates, brazen helmets, white crests, swords, and one javelin apiece. Cyrus's arms differed only in this that whereas the others had been lackered with the gold-like varnish, Cyrus's arms shone like a mirror. When he had mounted and stood gazing in the direction in which he was intending to go, thunder sounded on the right; and he cried, O mightiest Zeus, we will follow thee. Then he started, having as his standard a golden eagle extended upon a long spear.

2. Restore to the original Iambics—

Come! Pain forsooth of not one entire day!
Endure it: take me and cast me where you will;
Into the bilge, the prow, the stern, where e'er
I am about my comrades least to pain.
Assent, my child; by Suppliant Zeus himself
I helpless, lame, implore thee. Leave me not
Thus desolate outside the track of men.

3. Translate in Greek Iambics—

Leicester, if gentle words might comfort me,
Thy speeches long ago had eased my sorrows;
For kind and loving hast thou always been.
The griefs of private men are soon allayed,
But not of kings. The forest deer, being struck,
Runs to a herb that closeth up the wounds;
But when the imperial lion's flesh is gored,
He rends and tears it with his wrathful paw,
And highly scorning that the lowly earth
Should drink his blood, mounts up to the air,
And so it fares with me, whose dauntless mind
Th' ambitious Mortimer would seek to curb.

Classics.—V.

Three hours.

DR. BROMBY, *Examiner.*

1. Translate into Latin Prose—

At last the dreaded morning dawned ; but a thick fog which lay brooding over all the field, delayed the attack till noon. Kneeling in front of his lines, the King offered up his devotions ; the whole army at the same moment dropping on their right knees, uplifted a moving hymn, and the field music accompanied their singing. The King then mounted his horse ; dressed in a jerkin of buff (for a late wound hindered him from wearing armour) he rode through the ranks, rousing the courage of his troops with a cheerful confidence, which his own forecasting bosom contradicted. *God with us* was the battle-word of the Swedes ; that of the Imperialists was *Jesus Maria*. About 11 o'clock the fog began to break, and the enemy's lines became visible. At length the signal pealed ; the horse dashed forward on the enemy ; the infantry advanced against his trenches.

But how dear a victory ! how sad a triumph ! Now first when the rage of battle has grown cold, do they feel the whole greatness of their loss, and the shout of the conqueror dies in a mute and gloomy despair. He who led them on to battle has not returned with them. Apart he lies in his victorious field, confounded with the common heaps of humble dead.

2. Translate into Latin Elegiacs—

While Celia's tears make sorrow bright,
Proud grief sits swelling in her eyes ;
The sun, next those the fairest light,
Thus from the ocean first did rise :
And thus through mists we see the sun,
Which else we durst not gaze upon.

These silver drops like morning dew,
Foretell the fervour of the day :
So from one cloud soft showers we view,
And blasting lightnings burst away.
The stars that fall from Celia's eye,
Declare our doom in drawing night.

The baby in that sunny sphere
So like a Phaëton appears,
That Heaven the threatened world to spare,
Thought fit to drown him in her tears ;
Else might the ambitious nymph aspire,
To set, like him, heaven too on fire.

Classics.—VI.

HISTORY OF GREECE TO B.C. 400.

One hour.

DR. BROMBY, *Examiner.*

1. Describe the constitution of the Amphictyonic Council. Where did it meet? What is the probable derivation of the word? What proof is there of its great antiquity?
2. What were the three principal Orders of Grecian architecture? Mention their characteristic differences. Explain the following terms:—Architrave, frieze, cornice. What is the Greek for each? What architectural term includes the three?
3. Make a sketch of the Bay of Pylus, and of the island which shuts it in. Name this island, and the modern town which overlooks it. For what event was the locality celebrated?
4. Mention the most characteristic incidents with proximate dates (beginning, middle, or close of a century) in order to identify—Cambyses, Nicias, Epimenides, Anaxagoras, Cræphonites, and Cylon?
5. Where were Mycale, Cynuria, Cumæ, Ægospotami, Arginusæ? What events made them memorable? Give proximate dates. Name the three harbours of Athens, and make a sketch so as to show their connection with the city.

HISTORY OF ROME TO B.C. 200.

One hour.

1. What Greek roots of the words Romulus and Numa furnish a key to the legends connected with their names? What parallel has been drawn between Rome under these two kings and England under the Normans?
2. What is the meaning of an Agrarian law? Who was the first to propose one? Who subsequently distinguished themselves in the same cause?
3. According to the earlier division of the Roman army, who were the *antesignani*? Why so called and how armed? Who were the *rorarii* and the *accensi*? Narrate the stratagem of Manlius Torquatus in the Great Latin War by which he achieved a victory. Why was Manlius designated *imperiosus*?
4. Occidit, occidit
Spes omnis et fortuna nostri
Nominis, Hasdrubale interempto.
To what battle does Horace allude in these lines?
By whose energy and address was this battle won? Give date.
5. Where were the Ægates, Saguntum, Cannæ, Allia, Thrasimenus? What events made them famous? Give exact dates.
6. Mention with dates the most characteristic events connected with the names—Camillus, Titus Tatius, Menenius Agrippa, Teuta, Terentilius.

French.

Three hours.

DR. BROMBY, *Examiner*.

RACINE—Iphigenie. PHILOLOGY OF THE FRENCH LANGUAGE. COMPOSITION.

1. What are the two principal versions of the fable of Iphigenia? In what particulars has Racine departed from both of them?
2. Translate in English—

Je vous vois rougir de cet outrage.
Il faut de noble orgueil armer votre courage.
Moi-même, de l'ingrat approuvant le dessein,
Je vous l'ai dans Argos présenté de ma main ;
Et mon choix, que flattoit le bruit de sa noblesse,
Vous donnoit avec joie au fils d'une déesse.
Mais, puisque désormais son lâche repentir
Dément le sang des dieux dont on le fait sortir,
Ma fille, c'est à nous de montrer qui nous sommes,
Et de ne voir en lui que le dernier des hommes.
Lui ferons-nous penser, par un plus long séjour,
Que vos vœux de son cœur attendent le retour ?
Rompons avec plaisir un hymen qu'il diffère.
J'ai fait de mon dessein avertir votre père ;
Je ne l'attends ici que pour m'en séparer ;
Et pour ce prompt départ je vais tout préparer.

3. Mark out into its constituent feet the line beginning "Ma fille," and the following one.

4. Translate into English—

Or une pluie fine et glaciale tombait impitoyablement et gelait les membres. Et puis la violence du vent était telle, qu'il fallait s'abriter contre un rocher où se cramponner aux pierres aiguës pour n'être pas renversé. L'accident eût été seulement comique si les malades et les vaisseaux n'eussent pas eu à supporter d'affreuses angoisses. Imaginez-vous tous ces pauvres blessés d'Inkermann, avec une jambe ou un bras coupés, la tête fracassée, la poitrine percée, étendus à terre sans pouvoir se remuer, et tout-à-coup privés de leur abri, recevant sur eux la pluie froide, et essuyant toutes les rigueurs de la tempête. En vain demandaient-ils un peu de tisane chaude pour raviver leurs membres engourdis ; les foyers étaient détruits, les tonneaux d'eau étaient renversés ; les instruments de cuisine dispersés. Si, dans le bouleversement général, leurs blessures s'étaient rouvertes, il ne restait aux médecins ni eau pour les laver, ni bandages pour arrêter le sang. Plusieurs succombèrent à cette torture.

5. Derive the following words from the Latin, taking care to give the English for everything :—
Exaucer, ramener, arracher, taire, ravir, arrêter, témoin, fois, oui, ainsi, outrage, essuyer,
puis, tôt.
6. Derive the following words and in any change of vowel or consonant support your surmise by
similar changes in other words :—Auparavant, désormais, accabler, coup.
7. What is the English of égarer and garer? In what English words does the root of this word
appear? Give three examples of the French *g* appearing as *w* in English.
8. Translate into French—
Our readers know that we have frequently called the attention of the government to
the necessity of putting a stop to the destruction of the birds the most useful to agriculture.
We now find that in a certain number of communes some gentlemen of intelligence have
gathered in a kind of museum as complete a collection as possible of the animals which are
either useful or dangerous; and the idea, we repeat, is excellent. The Minister of Agricul-
ture also does his best to check the mischief we have so often complained of; he has placed
in three or four spots pictures of the noxious animals, as well as of those which it is important
to preserve.
9. What is the difference between croit and croît; baisser and baisser; médecin and médecine;
Je viens de diner and Je viens diner?
10. In question 4, enunciate the rule which makes coupés plural, and that which makes recevant
singular.

English.

Three hours.

DR. BROMBY, *Examiner.*

EARLE—Philology of the English Tongue. MARSH—Student's Manual.

1. Divide the mute consonants of the English alphabet into three triplets. Exhibit the operation
of Grimm's Law upon the labials by six examples.
2. What part of speech is "Fudge?" What is the origin of the word? How did it first gain
literary currency? What is the primary meaning of Amen? How do the French protestants
render the word?
3. What is meant by a word in the Latin language being "grammatically ticketed?" which is not
the case with an English word. Illustrate by examples.
4. What were the primary meanings of the old formative terminations -dom, -hood, -lock, -rick,
-ship? Give three examples of each either in the original or an altered form.
5. How is the unpleasant personality of the second person singular avoided among the French,
the Germans, the Danes, and the Italians?
6. Give three examples of the prefix *y* from English poetry. Of what old prefix is it a relic?
7. Give three examples of the gerundial termination in *ing*. To what old English form must we
look for its origin?
8. Derive the words *gospel*, *hussy*, *woman*, and the Scotch word *unco*: also the proper names
Standish and *Posset*. What is it which has operated in producing the change? Adduce
two examples of the inversion of the natural order of things merely to gratify the ear.
9. Which German dialect approximates the most closely to the English? Translate into English—
Oude boecken hoorde ic gewagen
Daf al het lant beneden Nuemagen,
Wylen neder Sassen hiet.
10. To what languages are the following words to be traced :—Cargo, run-amuck, taboo, fetish,
calico, demi-john, commodore?
11. Upon what principle is the aversion of the Greek and Roman ear to rhyme accounted for?
What is the proper spelling of the word *rhyme*? To what family of languages does it

belong? What is an identical rhyme? What class of rhymes in any language would a delicate ear reject? What is line-rhyme? and what people carried it to the greatest perfection?

12. Translate—

Qui alteri exitium parat,
Eum scire oportet sibi paratum, pestem ut participet parem.

Also,

Impius hortatur me frater, ut meos malis miser
Manderem natos.

Name the authors: point out the peculiarity in each, and give it its name. What is a lipogrammatic composition?

13. "Like angel's visits, few and far between." Whose line is this? Point out the chief fault in it. Mention two authors who had previously employed the same simile.

14. In translating from one language to another where will the chief difficulty be found to lie? What three English words does Marsh adduce in exemplification of this?

15. Errare mehercule malo cum Platone quam cum istis vera sentire. Name the author of these words; and point out wherein they have been misunderstood. Quote any similar instance of popular misunderstanding.

Modern History.

Two hours.

DR. BROMBY, *Examiner.*

HALLAM—Constitutional History, Chapters XVI. and XVII. FREEMAN—European History.

1. What was the Bill under debate when the political terms Whig and Tory were first employed? What does Hallam mean when he says "Lord Clarendon was a Tory, Hobbes was not; Bishop Hoadley was a Whig, Milton was not?"
2. What is an impeachment? Where does the privilege of impeachment rest in England, and where must it be determined? What was the charge against Sacheverell when he was impeached? and what the result of his trial?
3. Give the date when septennial parliaments were first decreed. How long had triennial parliaments been then in existence? What was the main argument in favour of the change? What that against it?
4. Which monarch consented to renounce his right of creating fresh peers? With what result? State briefly the main argument in favour of the innovation and that against it.
5. Wherein is the phrase "Denise of the King" faulty? Derive the words "proxy" and "proctor." When should one be used, when the other?
6. How are the Houses of Convocation constituted? What was their original function? At what date did that function cease? and at what date till recently were they restrained from transacting business?
7. Give date of the Union with Scotland: and enumerate the principal articles of the treaty.
8. How far did the Saracen conquests extend in Western Europe? Give dates of their successive expulsion from these parts; also describe the manner of each.
9. At what period did Bajazet I. reign? what was his surname? What were the original Janisaries? By whom was Bajazet taken prisoner? and where?
10. On the death of what Spanish monarch did the War of Succession begin? What monarchs took part in it? By what treaties was it concluded? What remarkable places did England and France gain?
11. Name the battle at which the foundation of the English dominion in India was first laid; also the English commander, and the Nabob who was defeated. Through what machinery were the affairs of India brought within the cognisance of the Home Government?
12. Enumerate the provinces and places which France both gained and lost under Louis Napoleon.

TASMANIAN COUNCIL OF EDUCATION.

Hobart Town, 22nd April, 1875.

EXAMINATION FOR TASMANIAN SCHOLARSHIPS, 1876.

THE Council of Education have directed the publication of the following Regulations and Scheme of Examination for the Tasmanian Scholarships for the year 1876.

By Order of the Council,

GEORGE RICHARDSON, *Secretary.*

REGULATIONS FOR THE TASMANIAN SCHOLARSHIPS.

Every Candidate for a Scholarship must, by the provisions of the Act, be above the age of sixteen and under the age of twenty years. He must also have been resident in the Colony for the period of five years next before the time of his examination, and have taken the Degree of Associate of Arts.

By the 14th Section of the Act, the examination for Tasmanian Scholarships must comprise the following subjects:—

1. Classics—Translations from Greek and Latin authors into English, Greek and Latin composition, Ancient History, Philology.
2. Mathematics—Arithmetic, Algebra, Euclid, Plane Trigonometry.
3. Natural Philosophy—Elementary Statics, Dynamics, and Hydrostatics.
4. Modern History—The History of England.
5. The grammatical structure of the English Language, and French or German, at the option of the Candidate.

Every Scholar shall forward to the Secretary of the Council a certificate from the proper authority, testifying to his having become a Member of some University of the United Kingdom; and until such certificate be received by the Secretary to the Council, or by their accredited Agent in Great Britain, the Council will not authorise the payment of the annual value of the Scholarship: provided always, that this condition shall not apply in any case where it has been proved to the satisfaction of the Council that the Scholar has been prevented by sickness or other sufficient cause from entering himself on the books of an University.

The Council will order to be paid by the Secretary, or an accredited agent in Great Britain, quarterly, to the said Scholar, the amount of his Scholarship for the quarter, upon the receipt by their Secretary, or by such accredited agent, of a testimonial from the authorities of the College or University to which he may belong, stating that he is conducting himself diligently and steadily.

In the event of any Tasmanian Scholar not being able to produce such a testimonial for any three months, he shall forfeit the amount to which he would be otherwise entitled for the said three months; and should he fail to do so for twelve months, his Scholarship shall be declared vacant, and he shall have no claim for moneys accruing therefrom: provided always, that this Rule shall not apply to Scholars when they have been incapacitated by illness from attending to their College or University duties.

For the further encouragement of Tasmanian Scholars to prosecute their studies diligently in the University to which they belong, the Council of Education will cause to be published in the *Government Gazette* the names of such as may have obtained Prizes, Scholarships, or Exhibitions, or whose names may have appeared in the "Honour List," together with the description or class of Honour which may have been awarded to them.

SCHEME of Examination for the TASMANIAN SCHOLARSHIPS for the Year 1876.

I.—CLASSICS.

GREEK.—Thucydides, *Book I.*; Demosthenes, *De Corona*; Homer's *Odyssey*, *Book VII.*; Sophocles, *Philoctetes*.

LATIN.—Virgil, *Aeneid*, *Books IV. & V.*; Horace, *Epistles*, *Book II.*, 1 & 2, and *Ars Poetica*; Livy, *Book II.*; Cicero, *Pro Milone*.

Papers will be set for translation from some other Greek and Latin author, and from English into Greek and Latin Prose, and from English Verse into Greek and Latin Verse.

ANCIENT HISTORY.—Questions will be given upon the historical and geographical allusions contained in the above-named Greek and Latin Books, and in the philology of the Greek and Latin languages. Candidates will also be examined in the first four Books of Smith's *History of Greece* and Liddell's *History of Rome* respectively.

II.—MATHEMATICS.

Arithmetic; Algebra, except Theory of Equations; Euclid, *Books I. to VI. inclusive, and XI. to the 21st Proposition inclusive*; Plane Trigonometry, including Logarithms; Conic Sections, treated both geometrically and analytically; and Simple Differentiations.

III.—NATURAL PHILOSOPHY.

Elementary Statics, Dynamics, and Hydrostatics.

IV.—MODERN HISTORY.

Hallam's Constitutional History of England, *Chapters XVI. and XVII.*, and a General Sketch of European History.

V.—MODERN LANGUAGES.

The grammatical structure of the English Language, and French or German. Candidates may submit themselves for examination in either French or German, at their option.

FRENCH.—Passages will be given from Racine, *Iphigénie* for translation into English; also a passage from some other French author for translation into English, and from some English author into French.

GERMAN.—Passages will be given from Schiller's *William Tell*. Questions on the historical and geographical allusions; also a passage from some other German author for translation into English, and from an English author into German.

NOTE.—The following values have been affixed to the several subjects of examination:—

1. Classics - - - - -	1500 Marks.
2. Mathematics and Natural Philosophy - - - - -	1500 „
3. Modern History - - - - -	250 „
4. Modern Languages—	
(a.) English - - - - -	250 } 500 „
(b.) French or German - - - - -	250 }
TOTAL - - - - -	<u>3750 Marks.</u>

It shall be essential to success that a Candidate gain at least 1650 Marks; of which either 900 shall have been gained in Classics or 750 in Mathematics.

BOOKS RECOMMENDED.

- History of Greece, Student's, Smith, W., (Murray), 7s. 6d.
 ——— Rome, Student's, H. G. Liddell, (Murray), 7s. 6d.
 Arithmetic, Colenso, J. W., (Longman), 4s. 6d.
 Algebra, Colenso, J. W., Parts I. and II., (Longman) p. I, 4s. 6d., p. II., 6s.
 Trigonometry, Todhunter, J., (Macmillan), 5s.
 Conic Sections, Puckle, (Macmillan), 7s. 6d.
 Geometry of Conics, Taylor, (Deighton & Bell), 3s. 6d.
 Differential Calculus, Williamson, (Longman), 10s.
 Elementary Statics, Goodwin, (Deighton & Bell), 3s. 6d.
 Dynamics, Goodwin, (Deighton & Bell), 3s. 6d.
 Hydrostatics, W. H. Besant, (Bell & Daldy), 4s.
 Mathematical Tables, (Chambers), 3s.
 History of England, Hallam's Constitutional History, (Murray), 18s.
 General Sketch of European History, Freeman, (Macmillan), 3s. 6d.
 Student's History of the English Language, Marsh, G. P., (Murray), 7s. 6d.
 Philology of the English Tongue, Earle, (Macmillan), 7s. 6d.
 Historical Grammar of the French Language, Brachets, (Clarendon Press Series), 3s. 6d.