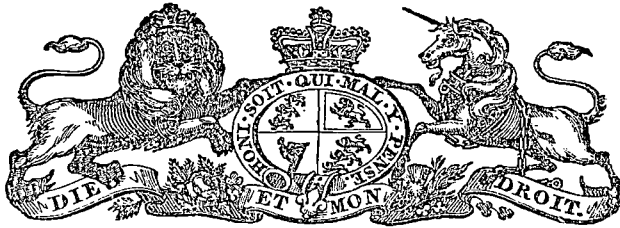1870.

TASMANIA.

EXHIBITIONS TO SUPERIOR SCHOOLS.

REPORT FOR 1869.

Laid upon the Table by the Colonial Treasurer, and ordered by the House to be printed, August 23, 1870.

Tasmanian Council of Education,
Hobart Town, 17th June, 1869.

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.

The Council have decided, on the recommendation of the Examiners, to award two Exhibitions, each of the value of £20, to

GEORGE WILSON WATERHOUSE,

JAMES WILLIAM TIBBS,

subject to the conditions laid down in the Council's Regulations, dated 19th June, 1868.

By Order of the Council,

GEO. RICHARDSON, *Secretary.*

REPORT OF THE EXAMINERS.

Hobart Town, 16th June, 1869.

WE have the honor to present to the Tasmanian Council of Education a Report of the Tenth Annual Examination for Exhibitions.

The Examination comprised the same eight subjects as formerly, but with an alteration in the values assigned to two of them. The numerical standard for English has been reduced from 200 to 150, and that for Euclid has been raised from 100 to 150.

The time allowed for the paper in each subject was three hours, and the Examination extended over four days, ending on the 11th instant.

The following remarks on each subject, signed by the initials of the Examiner, express his estimate of the work examined by him :—

ENGLISH.—A reduction, corresponding to the increase for Euclid, has been decided on by the Council in the marks for this subject. Full marks, therefore, stand at 150 instead of 200 as heretofore. Reilly, Waterhouse, and Tibbs run in the front rank; Huybers, Buckland, and Pike press closely on their heels; Smith, Butler, and Chapman gained over 70 per cent.; Haywood, Johnston, Walton, Crisp, Peacock, Graves, and Rae passed 50 per cent. The work of the above six first-named boys was excellent. Altogether the knowledge of the language and the spelling were good.—F.H.

FRENCH.—Waterhouse, Huybers, Buckland, and Pike were all but equal, and were closely followed by Reilly and Tibbs, with Butler not far in the rear. Each of these deserves great credit. Crisp, Archer, and Walton did very well, and Morris, though not over careful in his translations, is worthy of mention on account of his grammatical accuracy.—F.H.

LATIN.—Four boys acquitted themselves very well, namely, in order of merit, Huybers, Reilly, Tibbs, and Waterhouse. Butler and Pike answered well enough to obtain half the maximum of marks. Some others did pretty well, but fifteen answered so badly that their work is scarcely of any appreciable value.—A.D.

GREEK.—Twenty boys declined this subject. The work of the ten who were examined was in four instances of little or no value. Waterhouse's work was good, and Buckland's very fair. Morris showed some knowledge of the grammar, in which the rest were very deficient.—A.D.

ARITHMETIC AND ALGEBRA.—Waterhouse, Pike, and Tibbs acquitted themselves well in this subject, each gaining above 70 per cent. of full marks—the standard which I adopt as the sign of pre-eminence in my range of subjects. After these three Butler alone reached 50 per cent., which I take as my limit for especial mention. Of the rest, some did pretty well, some very badly. One boy produced absolutely nothing, and three others scarcely anything appreciable. On the whole, the proficiency of the Candidates, with the above exceptions, has not reached that of last year.—F.H.

EUCLID.—Pike and Tibbs produced admirable papers, each falling very little short of full marks. Waterhouse, Butler, and Huybers reached over 70 per cent. Smith, Archer, Chapman, and Reilly gained more than 50 per cent. Some others answered very fairly, but were deficient in amount. Five received no marks at all; six others were only worthy of ten marks or under. The work of the higher boys shows continuous improvement on former years. To explain the very high totals as compared with last year, it is necessary to remember that the Council of Education has raised the value of this subject from 100 to 150 marks.—F.H.

GEOGRAPHY.—This subject was undertaken by all, and instances of extreme failure were not numerous. Reilly answered admirably, his work being blemished with scarcely any errors; Tibbs is next in order of merit; then Huybers, Waterhouse, Chapman, Buckland, Wilson, Butler, Johnston, and Haywood. All these deserve special mention.—A.D.

HISTORY.—Reilly answered best; and next in order Archer, Pike, Butler, Tibbs, Huybers, Chapman, Waterhouse, Graves, Johnston, Buckland, and Peacock. The answers on Sacred History were better than formerly, and the work of the twelve named was good as a whole, and in many instances deserving high praise. Several obtained nearly the maximum of marks, and many showed that they had bestowed great care on the preparation of the subject: of the rest, twelve answered very badly, not one of them obtaining a quarter of the marks.—A.D.

The Table annexed exhibits in detail the results of the Examination. Of the thirty boys who offered themselves as competitors, fourteen obtained each more than 400 marks, a standard entitling them to the publication of their names. Eight of these reached the higher standard qualifying them for an Exhibition, and of the boys so qualified the two foremost obtained the very large number of 931 and 855 marks. We recommend for Exhibitions the boys last mentioned; namely, G. W. Waterhouse and J. W. Tibbs, and certify that they are, in our opinion, well deserving of the honor.

We have pleasure in remarking that the boys who have so highly distinguished themselves at this Examination were successful competitors two years ago for the Exhibitions awarded by the Board of Education. At the Examination of the preceding year Tibbs won for himself the place next after the Exhibitioners, failing to gain the Exhibition by a small number of marks. He was then only ten years of age, and his subsequent career of industry and success is highly creditable to him. The long sustained efforts and repeated successes of Waterhouse, who has outstripped Tibbs in the present race, are equally honorable to him. They both do credit to the Schools in which they have been trained.

It is a noteworthy feature of this Examination that six boys have reached the high standard of qualification for the Exhibition besides the two who are recommended for it. We only regret that they will receive no reward for their exertions more substantial than the satisfaction of having done well, and the credit which they have won for themselves and for their teachers.

The number of competitors this year is larger than at any former Examination. But many boys were examined who could not have had any reasonable expectation of success, or of honorable distinction. We are of opinion that it would be well to institute a short previous examination in the most elementary part of every subject, and to admit only those boys who pass it to the long and searching Examination required for the Exhibition. It would have been easy, by applying such a test, to confine the contest at the late Examination within more convenient limits.

ARTHUR DAVENPORT, *B.A.*
FRANCIS HUDSPETH, *M.A.*

TABLE OF MARKS.

No.	NAME.	SCHOOL.	AGE.		English.	French.	Latin.	Greek.	Arithmetic and Algebra.	Euclid.	Geography.	History.	TOTAL.
		[*Maximum No. of*	*Mar*	*ks—*	**150**	**100**	**150**	**150**	**200**	**150**	**150**	**150**	**1200**
			yrs.	*mts.*									
1	Waterhouse, George W.	Horton College, Ross......	13	2	133	92	105	104	165	118	110	104	931
2	Tibbs, James W.	Hutchins School, Hobart Town	13	8	128	87	108	..	146	140	126	120	855
3	Pike, Charles J.............	City School, ditto.........	12	10	117	90	75	54	153	144	66	126	825
4	Reilly, William A.	Hutchins School, ditto	13	3	135	87	110	..	86	82	146	140	786
5	Butler, Francis L.	Ditto, ditto	13	4	108	80	81	56	101	117	83	125	751
6	Huybers, Edward A.	Ditto, ditto	13	11	120	91	116	..	60	108	112	110	717
7	Buckland, William H.	Ditto, ditto	11	3	120	91	71	74	90	70	101	91	708
8	Archer, Percy W.	High School, ditto	13	9	69	65	57	24	70	86	54	132	557
9	Chapman, Stephen K........	Ditto, ditto	13	3	106	28	15	..	47	85	104	110	495
10	Johnston, James	Ireland's School, ditto......	13	4	92	15	49	27	60	69	82	93	487
11	Smith, Charles J............	Ditto, ditto	13	10	108	49	11	..	87	100	42	42	439
12	Haywood, Alfred	Ditto, ditto	12	3	102	42	31	..	78	49	78	58	438
13	Morris, Charles R.	Hutchins School, ditto......	12	11	49	50	56	43	75	70	52	22	417
14	Crisp, Thomas J...........	High School, ditto	13	7	88	68	38	..	50	68	45	56	413

Arithmetic and Algebra.

TUESDAY, 8TH JUNE, 1869. 9·30 A.M. *to* 12·30 P.M.

Rev. F. HUDSPETH, *M.A., Examiner.*

NB.—No Marks will be given for Answers alone. Work, though not quite correct, always, if worthy, receives some consideration.

1. Give the *difference* between the *sum* of ninety thousand and seventy-two, and seventy thousand three hundred and four,—and the *product* of four hundred thousand and thirty-nine, and five hundred and six. State the result in words as well as figures.

2. Explain the principle of "borrowing" and "carrying" in arithmetical processes. What is the difference between the number of acres in a parallelogram, one of whose sides is 746 yards and the other 408 yards, and those in a square whose side measures 1800 feet?

3. Solve the following expressions— $\dfrac{14\frac{1}{8} + \frac{1}{6}}{2\frac{1}{3} + \frac{5}{9}}$; $\dfrac{26\frac{3}{7} - 1\frac{13}{21}}{\frac{4}{9} + \frac{6}{5} - \frac{1}{3}}$.

   Define proper, improper, and mixed fractions. What are the above expressions called?

4. Two pipes would fill a tank in 8 and 9 hours respectively: the tap would empty the same tank, if full, in 12 hours. The tank being empty, how long will it take to fill it if all three run at the same time?

5. How long will it take 17 men to earn £50, if 12 men, in $6\frac{1}{2}$ days, can earn 13 guineas?

6. What will be the amount in 4 years of £460 at 6 per cent. compound interest, payable yearly?

7. Find the value of ·497 of £1; ·648 of 3 tons; and ·164 of a week. Write down these expressions in the form of fractions.

8. Find the value of $x^2 + 3(x - y) - \{xy + (x - y)^2 - 20\}$ when $x = 4$ and $y = 3$. Explain why the negative sign before a bracket changes the signs within it. Place within brackets the following: $x^2 + y^2 - 2xy - a^2 - b^2 - 2ab$.

9.
   (1.) Multiply $a^4 + a^3b + a^2b^2 + ab^3 + b^4$ by $a - b$.

   (2.) Subtract $a - b + 2c$ from $6a - b - c$.

   (3.) Divide $2a^2 + a - 6$ by $2a - 3$.

10.
   (1.) Find G.C.M. of $x^2 - 2x - 3$, $x^2 - 7x + 12$, and $x^2 - x - 6$.

   (2.)   L.C.M. of $2x - 1$, $4x^2 - 1$, and $4x^2 + 1$.

11. Solve the Equations—

   (1.) $52 - 5(2x - 1) = 27$.

   (2.) $4(x - 3) - 7(x - 4) = 6 - x$.

   (3.) $\frac{1}{3}x - \frac{5}{4}x + 18 = \frac{1}{9}(4x + 1)$.

   (4.) $\begin{array}{l} 9x - 4y = 8 \\ 13x + 7y = 101 \end{array}$

   (5.) $\frac{x}{x + 1} + \frac{x + 1}{x} = 2\frac{1}{6}$.

12. Seven years ago a father was four times as old as his son, but in seven years more he will be only twice as old. What is the age of each?

Latin.

TUESDAY, 8th JUNE, 1869.

Rev. A. Davenport, *Examiner.*

1. Decline hic, idem, alter, tempus, and res.

2. Write the 2 pers. plur. fut. indic. pass. of the verbs laudo, habeo, and rapio: also, the 3 pers. sing. imperf. subj. act. of adsum, confero, nequeo, and possum.

3. Translate into English—

Divitiacus multis cum lacrimis, Cæsarem complexus, obsecrare cœpit, ne quid gravius in fratrem statueret: scire se illa esse vera, nec quemquam ex eo plus quam se doloris capere, propterea quod, quum ipse gratiâ plurimum domi atque in reliquâ Gallia, ille minimum propter adolescentiam posset, per se crevisset; quibus opibus ac nervis non solum ad minuendam gratiam, sed pæne ad perniciem suam uteretur: sese tamen et amore fraterno et existimatione vulgi commoveri.

Quamobrem placuit ei, ut ad Ariovistum legatos mitteret, qui ab eo postularent, uti aliquem locum medium utriusque colloquio diceret: velle sese de republicâ et summis utriusque rebus cum eo agere. 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. Præterea se neque sine exercitu in eas partes Galliæ venire audere, quas Cæsar possideret, neque exercitum sine magno commeatu atque emolimento in unum locum contrahere posse; sibi autem mirum videri, quid in suâ Galliâ, quam bello vicisset, aut Cæsari aut omnino populo Romano negotii esset.

Quum ex captivis quæreret Cæsar, quam ob rem Ariovistus proelio non decertaret, hanc reperiebat causam, quod apud Germanos ea consuetudo esset, ut matres familiæ eorum sortibus et vaticinationibus declararent, utrum proelium committi ex usu esset, necne: eas ita dicere: Non esse fas Germanos superare, si ante novam lunam proelio contendissent.

4. Translate into English—

Illa soporiferum parvos initura penates
  Colligit agresti lene papaver humo.
Dum legit, oblito fertur gustasse palato,
  Longamque imprudens exsoluisse famem.
Quæ quia principio posuit jejunia noctis,
  Tempus habent mystæ sidera visa cibi.

Jam ducibus somnum dederat labor. Increpat illos
  Jupiter et sacro, quid velit, ore docet:
'Surgite, et in medios de summis arcibus hostes
  Mittite quam minime tradere vultis, opem.'
Somnus abit, quæruntque novis ambagibus acti,
  Tradere quam nolint et jubeantur opem.

Esse Ceres visa est : jaciunt Cerealia dona :
Jacta super galeas scutaque longa sonant.
Posse fame vinci spes excidit. Hoste repulso
Candida Pistori ponitur ara Jovi.

Jam prope lux aderat, qua me discedere Cæsar,
Finibus extremæ jusserat Ausoniæ.
Nec spatium nec mens fuerat satis apta parandi :
Torpuerant longa pectora nostra mora.
Non mihi servorum, comitis non cura legendi,
Non aptæ profugo vestis opisve fuit.

Et jam complerat genitor sua fata, novemque
Addiderat lustris altera lustra novem.
Non aliter flevi, quam me fleturus ademto
Ille fuit. Matri proxima justa tuli.
Felices ambo, tempestiveque sepulti,
Ante diem pœnæ quod periere meæ !
Me quoque felicem, quod non viventibus illis
Sum miser, et de me quod doluere nihil !

5. Translate into Latin—

There are some games not without their use for sharpening the wits of boys.
Virtue is seen most of all in despising and rejecting pleasure.
There is certainly no one who denies that immortality has been given to the soul.
Themistocles sent to the king by night the most faithful he had of all his slaves.

Euclid.

WEDNESDAY, JUNE 9TH, 1869. 9·30 A.M. to 12·30 P.M.

Rev. F. HUDSPETH, M.A., Examiner.

N.B.—In writing out the propositions, no symbols or abbreviations may be used, and great care must be taken in the correct use of the terms "because," "and," and "therefore."

1. Give Euclid's definition of a right line, a plane superficies, right angles, a circle, an oblong, a theorem, and equal magnitudes.

2. From a given point to draw a right line equal to a given right line.

3. Upon the same base, and on the same side of it, there cannot be two triangles that have their sides which are terminated in one extremity of the base equal to each other, and likewise those which are terminated in the other extremity.

4. To bisect a given rectilineal angle, that is, to divide it into two equal parts.

5. *Divide a given rectilineal angle into four equal parts.*

6. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

7. To make a triangle having its sides equal to three given right lines, of which any two whatever must be greater than the third.

8. If the side of a triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are together equal to two right angles.

9. The complements of the parallelograms which are about the diameter of any parallelogram are equal to each other.

10. To draw a right line through a given point parallel to a given right line.

11. In any right-angled triangle the square which is described upon the side subtending the right angle is equal to the sum of the squares described upon the sides which contain the right angle.

12. *The sides containing a right angle are 7 feet and 9 feet long. Find the length of the base.* Use decimals to two places, if required.

History.

WEDNESDAY, 9th JUNE, 1869.

Rev. A. Davenport, *Examiner.*

1. Who began, and who completed, the Roman Conquest of Britain?

2. State some particulars about the Hallelujah Victory; the formation of the Heptarchy; the Norman Conquest; and the Conquest of Ireland.

3. Who were the following persons:—Caractacus, Becket, Bertha, Hereward, St. Alban? Mention at what time they lived, and for what they are severally famous.

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4. Give a short account of Brasidas, Cleon, Pericles, and Nicias.

5. State briefly how the Peloponnesian War began and ended.

6. Describe the Confederacy of Delos; the blockade of Sphacteria; the mutilation of the Hermæ; and the destruction of Platæa.

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7. Give the names of the father and eldest brother of David; also, of his sister, and of her three sons.

8. Give a short account of the battle of Gilboa, of the rebellion of Absalom, and of the deaths of Joab, Uriah, Ishbosheth, and Shimei.

9. Describe the Ark of the Covenant. Mention the several places in which the Ark was from the accession of Saul to the death of Solomon.

French.

THURSDAY, JUNE 10th, 1869. 9·30 a.m. *to* 12·30 p.m.

Rev. F. Hudspeth, *M.A., Examiner.*

1. Translate—

Fille du meilleur des monarques, lui dit-il en l'abordant, pardonnez si, au milieu de votre deuil et de vos larmes, je viens vous parler d'hyménée. Votre père, en expirant, vous a confiée à ma foi. Sa grande âme a été consolée du serment que je lui ai fait de devenir votre époux : mais Romulus me le défend ! Romulus n'en a pas la droit. Nés Sabins, vous et moi, nous dépendions du roi des Sabins. Lui obéir pendant sa vie était notre premier devoir ; lui obéir après sa mort est un devoir bien plus sacré. Je ne veux point vous cacher que j'adorais Hersilie ; mais, depuis la mort de Tatius, l'exil, le supplice avec vous, me paraissent préférables au trône avec la fille de son assassin. Si ce sentiment vous suffit, préparez-vous à braver avec moi les menaces de Romulus ; préparez-vous à voir la flamme du bûcher de votre père nous servir de flambeau d'hymen. [Shakespeare says something like these last lines : can you quote it ?]

What is the difference between meilleur and le meilleur, and whence are they derived ?

Give the infinitive and past participle of abordant, défend, dépendions, a, était, veux, paraissent, suffit.

Give a brief account of the childhood of Romulus.

2. Translate—

Nous avons rempli cette tâche, lui dit Numa, nous avons versé notre sang pour la patrie. Elle nous rejette, elle nous rend le droit de vivre pour nous. Viens, Léo, viens avec moi dans un désert de l'Apennin ; nous le défricherons de nos mains, nous cultiverons la terre, bien plus reconnaissante que les hommes ; nous vivrons loin d'eux, et l'amitié nous donnera les seuls plaisirs dignes d'une grande âme. Un feu divin brillait dans ses yeux en prononçant ces paroles. Léo se jette à son cou en versant des pleurs de joie. Oui, lui dit-il, je te suivrai, je ne te quitterai plus ; je te voue mon cœur et ma vie. L'amour a trop long-temps rempli mes jours d'amertume, il est temps de vivre pour l'amitié.

Give the singular of eux, yeux, nous, mes, cieux.

Point out any words derived from Latin in the above passage.

3. Translate—

 Camille tint parole; elle revint deux jours après. Oh! combien furent rapides les instants qu'elle me donna! Cent fois l'aveu de mon amour fut prêt à m'échapper, toujours il expira sur mes lèvres. Quand je regardais Camille j'étais sur le point de parler; dès que Camille me regardait, le respect enchaînait ma langue.

 Parse tint, revint, furent; distinguish between des and dès; a and à; ou and où.

4. Accentuate the following passage—

 O ma mere! m'ecriai-je, ma tendre mere .... deja la mort s'etait emparee de sa proie.

5. Write the plural form of animal, pied, couteau, celui, cheval; the feminine of Messieurs, bœuf, chien, homme, garçon; and the first person future of avoir, venir, craindre, and suivre.

6. Express in French—June 10th, 1869: Examination for Exhibitions to Superior Schools.

Greek.

THURSDAY, 10th JUNE, 1869.

Rev. A. Davenport, *Examiner*.

1. Decline σύ, πολύς, κῆρυξ, and the fut. indic. of εἰμί.

2. Write the 3 pers. plur. 1 aor. indic. mid. of ἀποκρίνω, and the 1 aor. pass. participle of the verb λέγω in the acc. plur. neut.

3. Translate into English—

 (1.) Ξενίας ὁ Ἀρκὰς, στρατηγὸς, καὶ Πασίων ὁ Μεγαρεὺς, ἐμβάντες εἰς πλοῖον καὶ τὰ πλείστου ἄξια ἐνθέμενοι, ἀπέπλευσαν, ὡς μὲν τοῖς πλείστοις ἐδόκουν, φιλοτιμηθέντες ὅτι τοὺς στρατιώτας αὐτῶν τοὺς παρὰ Κλέαρχον ἀπελθόντας, ὡς ἀπιόντας εἰς τὴν Ἑλλάδα πάλιν καὶ οὐ πρὸς Βασιλέα, εἴα Κῦρος τὸν Κλέαρχον ἔχειν.

 (2.) Ἄνδρες, ἐάν μοι πεισθῆτε, οὔτε κινδυνεύσαντες οὔτε πονήσαντες τῶν ἄλλων πλέον προτιμήσεσθε στρατιωτῶν ὑπὸ Κύρου. Τί οὖν κελεύω ποιῆσαι; Νῦν δεῖται Κῦρος ἕπεσθαι τοὺς Ἕλληνας ἐπὶ Βασιλέα· ἐγὼ οὖν φημι ὑμᾶς χρῆναι διαβῆναι τὸν Εὐφράτην ποταμὸν, πρὶν δῆλον εἶναι ὅ τι οἱ ἄλλοι Ἕλληνες ἀποκρινοῦνται Κύρῳ. Ἢν μὲν γὰρ ψηφίσωνται ἕπεσθαι, ὑμεῖς δόξετε αἴτιοι εἶναι ἄρξαντες τοῦ διαβαίνειν, καὶ ὡς προθυμοτάτοις οὖσιν ὑμῖν χάριν εἴσεται Κῦρος καὶ ἀποδώσει· ἐπίσταται δ᾽ εἴ τις καὶ ἄλλος· ἢν δ᾽ ἀποψηφίσωνται οἱ ἄλλοι, ἄπιμεν ἅπαντες τοὔμπαλιν, ὑμῖν δὲ ὡς μόνοις πειθομένοις πιστοτάτοις χρήσεται καὶ εἰς φρούρια καὶ εἰς λοχαγίας, καὶ ἄλλου οὕτινος ἂν δέησθε, οἶδα ὅτι ὡς φίλου τεύξεσθε Κύρου.

 (3.) Ἐντεῦθεν ἐξελαύνει σταθμοὺς ἐρήμους τρεῖς καὶ δέκα, παρασάγγας ἐνενήκοντα, τὸν Εὐφράτην ποταμὸν ἐν δεξιᾷ ἔχων, καὶ ἀφικνεῖται ἐπὶ Πύλας. Ἐν τούτοις τοῖς σταθμοῖς πολλὰ τῶν ὑποζυγίων ἀπώλετο ὑπὸ λιμοῦ· οὐ γὰρ ἦν χόρτος, οὐδὲ ἄλλο οὐδὲν δένδρον, ἀλλὰ ψιλὴ ἦν ἅπασα ἡ χώρα· οἱ δὲ ἐνοικοῦντες ὄνους ἀλέτας παρὰ τὸν ποταμὸν ὀρύττοντες καὶ ποιοῦντες εἰς Βαβυλῶνα ἦγον καὶ ἐπώλουν καὶ ἀνταγοράζοντες σῖτον ἔζων.

 (4.) Ἔνθα δὴ μέρος τι τῆς εὐταξίας ἦν θεάσασθαι. Ῥίψαντες γὰρ τοὺς πορφυροῦς κάνδυς, ὅπου ἔτυχεν ἕκαστος ἑστηκὼς, ἵεντο, ὥσπερ ἂν δράμοι τις περὶ νίκης καὶ μάλα κατὰ πρανοῦς γηλόφου, ἔχοντες τούτους τε τοὺς πολυτελεῖς χιτῶνας καὶ τὰς ποικίλας ἀναξυρίδας, ἔνιοι δὲ καὶ στρεπτοὺς περὶ τοῖς τραχήλοις καὶ ψέλια περὶ ταῖς χερσίν· εὐθὺς δὲ σὺν τούτοις εἰσπηδήσαντες εἰς τὸν πηλὸν θᾶττον ἢ ὥς τις ἂν ᾤετο μετεώρους ἐξεκόμισαν τὰς ἁμάξας.

 (5.) Ὀρόντης δὲ, Πέρσης ἀνὴρ, γένει τε προσήκων βασιλεῖ καὶ τὰ πολέμια λεγόμενος ἐν τοῖς ἀρίστοις Περσῶν, ἐπιβουλεύει Κύρῳ, καὶ πρόσθεν πολεμήσας, καταλλαγεὶς δέ. Οὗτος Κύρῳ εἶπεν, εἰ αὐτῷ δοίη ἱππέας χιλίους, ὅτι τοὺς προκατακαίοντας ἱππέας ἢ κατακάνοι ἂν ἐνεδρεύσας ἢ ζῶντας πολλοὺς αὐτῶν ἕλοι καὶ κωλύσειε τοῦ καίειν ἐπιόντας, καὶ ποιήσειεν, ὥστε μήποτε δύνασθαι αὐτοὺς ἰδόντας τὸ Κύρου στράτευμα Βασιλεῖ διαγγεῖλαι.

4. In (1) parse ἀπελθόντας. In (2) parse εἴσεται. In (5) parse διαγγεῖλαι.

5. Translate into Greek—
  After this Cyrus stood up and spoke.
  He goes to the Scythian, and begs him not to kill the horse.
  Xenophon, when he saw what was going on, was afraid that the troops would take to pillaging.

Geography.

FRIDAY, 11th JUNE, 1869.

Rev. A. DAVENPORT, *Examiner.*

1. Explain what is meant by each of the following terms : peninsula, tropic, steppe, delta, degree, longitude, watershed.

2. Where and what are Archangel, Andes, Carpentaria, Sarawak, Queensland, Balkh, Porto Rico, Beyrout, Oregon, Cayenne, Mosul, Corfu, Lipari, Iowa, Drave, Dwina, Finisterre, Heligoland, Havanna, Ghent ?

3. Name the most populous Town in Australia, Oceania, North America, South America, and Africa, respectively.

4. Name the Empires and Kingdoms in Europe, their respective capitals, and the principal language spoken in each capital.

5. What are the chief manufactures at Manchester, Sheffield, Nottingham, Leeds, Lyons, Liege, and Rouen ?

6. Give the names of the Zones, and state the breadth of each.

7. Name five Volcanoes, giving the locality of each.

8. Describe the course of the rivers Po, Vistula, Murray, Derwent, Ohio, Amazon, mentioning the countries through which they flow.

English Language and Grammar.

FRIDAY, 11th JUNE, 1869.

Rev. F. HUDSPETH, M.A., *Examiner.*

Passage for Dictation.

1. Much has been written concerning the supposed effects of the Saxon invasion on the Britons. The fact that the Britons kept together along nearly the whole of the western side of the island, from Cumberland to Cornwall, and the small traces of the British tongue along the parallel territory on the eastern side of that line, would seem to suggest that the effect of this memorable collision was, that the natives relinquished the one-half of their land entirely to the invader, but retained firm hold on the other half. It is not probable, however, that the population of any of the Saxon States was without a considerable admixture of British blood. The keels of the Saxon freebooters can hardly be supposed to have brought settlers in sufficient numbers, and of both sexes, to warrant such an opinion.

   Then, concerning language, the difference between the two races in this respect is supposed by some to have been much exaggerated. According to Cæsar, Britain was largely peopled from Belgic Gaul, and not less than one-third of the vocabulary of the Cymric tongue is said to consist of words derived from roots common to it and to the Belgic.

2. Define the following terms :—Passage, paragraph, sentence, clause, parenthesis. Give the form, name, and value of the various stops.

3. In the above passage point out twenty words which the British language has adopted since the Roman conquest. What do you call the expression, " the *keels* of the Saxon freebooters ?" What is the meaning of freebooter, and what the American name for it?

4. Give the exact meaning of the words :—Genuine, authentic, feasible, obnoxious, minister, trustee. What name is given to *numbers* of each of the following :—Cattle, sheep, people, quail, partridge, poultry, swallow, bee, ant ? To what class of nouns do your answers belong ?

5. Point out the intention of Interrogative Pronouns. What do you mean by an elliptical expression? Give some instances of Compound Pronouns, explaining their use.

6. Define Conjunctions, Auxiliary and Irregular Verbs. Give the past tense and complete participle of bereave, knit, run, begin, eat, chide, write, tread; the comparative and superlative degree of good, bad, proper, old, little, fore, far.

7. Analyse the following sentences, shewing the subject, predicate, attribute, and modifying word or phrase in each :—

   The fierce battle raged frightfully.
   Many rivers overflow their banks periodically.
   Thick mists envelope the grand mountains.
   The murmuring surge chafes the idle pebbles.
   A dark cloud overshadows the calm lake.

8. Parse—

   With a slow and noiseless footstep,
   Comes that messenger divine,
   Takes the vacant chair beside me,
   Lays her gentle hand in mine.

Point out the contracted sentences in this passage.