

(No. 39.)



1883.

TASMANIA.

LEGISLATIVE COUNCIL.

A. A. D E G R E E :

REPORT FOR 1882.

Laid upon the Table by Mr. Moore, and ordered by the Council to be printed,
July 24, 1883.



TASMANIAN COUNCIL OF EDUCATION.

DEGREE OF ASSOCIATE OF ARTS, DECEMBER, 1882.

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

FIRST CLASS.

RALPH STUART STEPHENSON, Horton College, Ross. Awarded the Council's Gold Medal as Senior Associate of the Year, Second Prizes for Greek and for Mathematics, and a Prize for Geology.

THOMAS GEORGE STANTON CROUCH, High School, Hobart.

ARTHUR AUGUSTUS STEPHENS, High School, Hobart. Awarded First Prize for Italian.

LUCY JANE AUGUSTA HUDSPETH, Ladies' College, Hobart. Awarded Silver Medal as Senior Female Associate of the Year, First Prizes for English, for French, and for German, and a Prize for Music.

GEORGE ARTHUR SINCLAIR, High School, Hobart.

KENNETH MAXWELL, Hutchins' School, Hobart. Awarded First Prize for Greek.

LUCY JEANNETTE SMITH, High School, Hobart.

SECOND CLASS.

EDWARD LARET HALL, Hutchins' School, Hobart. Special Prize for Mathematics.

WALTER GEORGE EDMUNDS, High School, Hobart.

THIRD CLASS.

MARY ANN PLOWMAN, Ladies' College, Hobart.

ERNEST GRANVILLE MILLER, Church Grammar School, Launceston.

ALEXANDER SCOTT MALCOLM, Horton College, Ross.

MARY MARIA MYLAN, Presentation Convent, Hobart.

By Order of the Council,

GEO. RICHARDSON, *Secretary*.

Hobart, 12th December, 1882.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, DECEMBER, 1882.

EXAMINERS' REPORT.

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

WE have the honor to present our Report of the Examination of Candidates for the A. A. Degree.

Twenty-four Candidates presented themselves, of whom 10 were females.

The Examination began on Monday, the 27th of November, and occupied eight days, terminating on Tuesday, 5th December.

I. ENGLISH SUBJECTS.—Presented by all the Candidates. Failed, 8. Passed, 16; with credit, 1. Full marks, 1100. Highest obtained, 774. Average of all who passed, 545. The general average this year of all who presented themselves in English is unquestionably low. Some allowance must, however, be made for the absence of the Preliminary Examination, which enabled those who passed in previous years to obtain above 300 marks on somewhat easy terms. True, these marks have been distributed through the other English subjects, but they have not been so readily secured. Only one Candidate seems deserving of special mention, Lucy Jane Augusta Hudspeth, and if the above allowance be made, she would not be found unworthy to be compared with the best of former years. The best exercises in the analysis of an English sentence were sent up by Malcolm and Lucy J. Smith. The results in Geography were moderate. In History a fair acquaintance with the outlines of the subject was shown. Lucy Hudspeth deserves special mention for the general style and accuracy of her papers.

II. LATIN.—Presented by 18. Failed, 3. Passed, 15; with credit, none. Full marks, 800. Highest obtained, 497. Average, 427. Some five or six Candidates gave proof of diligent school work, but there were no tokens of unusual excellence, and the average was undoubtedly low. The translations at sight were below a satisfactory standard. The composition in Latin prose and verse was weak, very few papers being free from grammatical errors.

III. GREEK.—Presented by 12. Failed, 3. Passed, 9; with credit, 4. Full marks, 800. Highest obtained, 578. Average, 504. The translations into English bore evidence of careful preparation of the authors prescribed; and the knowledge of the grammar was particularly good.

IV. FRENCH.—Presented by all the Candidates. Failed, 2. Passed 22; with credit, 3. Full marks, 550. Highest obtained, 399. Average, 292. Of the passages set for translation from French into English, the first was fairly rendered by a majority of the Candidates, the second indifferently by nearly all. The translations into French were, with few exceptions, unsatisfactory, showing a want of knowledge of the idiom of the language. The questions on Grammar were creditably answered.

V. GERMAN.—Presented by 7. Failed, 2. Passed, 5; with credit, 1. Full marks, 550. Highest obtained, 383. Average, 303. All the successful Candidates displayed a fair amount of the grammar of the language; but only two can be complimented for their translations, Lucy J. A. Hudspeth and Lucy J. Smith,—the former for translation from German into English, the latter for translation from English into German.

VI. ITALIAN.—Presented by 9. Failed, none. Passed, 9; with credit, 1. Full marks, 550. Highest obtained, 375. Average, 325. The translations at sight were creditably rendered by most of the Candidates, who were not so successful in the translations into Italian. The best in this respect were A. A. Stephens and Mary Mylan. Several mistakes occurred through carelessness in reading the questions.

VII. PURE MATHEMATICS.—Presented by 20. Failed, none. Passed, 20; with credit, 5. Full marks, 1000. Highest obtained, 767. Average, 400. Nothing occurred in this subject to call for particular remark; the most satisfactory feature in it was that all passed.

VIII. NATURAL PHILOSOPHY.—Presented by 6. Failed, 3. Passed, 3; with credit, none. Full marks, 250. Highest obtained, 110. Average, 96. There were two sets of meritorious papers, but none of a high order.

IX. CHEMISTRY.—Presented by 2, who both miserably failed.

X. GEOLOGY.—Presented by 3. Passed, 3; with credit, 2. Full marks, 250. The highest obtained, 149. Average, 127. The Candidates, although not advanced in the science, showed a better acquaintance with minerals and fossils than usual.

XI. DRAWING.—Presented by 9. Failed, 2. Passed, 7; with credit, none. Full marks, 250. Highest obtained, 145. Average, 120. Lucy J. A. Hudspeth deserves especial mention as having gained full marks for perspective; and one other, who failed to obtain the Degree, for being very good in the model. On the whole the perspective work was fair; but the freehand drawing did not come up to the exercises of former years.

XII. MUSIC.—Presented by 6. Failed, 3. Passed, 3; with credit, 1. Full marks, 400. Highest obtained, 335. Average, 243. In this subject Lucy J. A. Hudspeth obtained credit.

On adding together the number of Marks obtained by the Candidates in the several subjects presented by them, it appeared that the following had passed :—

	<i>Marks.</i>
FIRST CLASS.—Stephenson, R. S.	3221
Crouch, T. G. S.	2775
Stephens, A. A.	2677
Hudspeth, Lucy Jane A.	2631
Sinclair, Geo. A.	2560
Maxwell, K.	2459
Smith, Lucy J.	2417
SECOND CLASS.—Hall, E. L.	2304
Edmunds, W. G.	1908
THIRD CLASS.—Plowman, Mary Ann	1849
Miller, E. G.	1842
Malcolm, A. S.	1728
Mylan, Mary M.	1371

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

	<i>No. of Candidates.</i>	<i>Rejected at Preliminary.</i>	<i>Admitted to A.A. Examination.</i>	<i>Passed.</i>	<i>First Classes.</i>	<i>Second Classes.</i>	<i>Third Classes.</i>	<i>Highest Marks obtained.</i>	<i>Average of all who passed.</i>	<i>Highest Marks yet gained.</i>	<i>Highest Average yet reached.</i>
1860-1871	114	13	91	84	40	19	25	2637*	2095	4060 in 1880.	2565 in 1875.
1872	11	0	11	9	3	1	5	2821	2075		
1873	14	2	12	10	4	1	5	3295	2228		
1874	17	1	16	13	5	7	1	3082	2357		
1875	12	0	12	9	4	5	0	3442	2565		
1876	18	0	18	14	8	3	3	3308	2511		
1877	18	2	16	15	10	5	0	3631	2532		
1878	18	0	18	16	8	7	1	3611	2495		
1879	25	0	25	22	14	2	6	3573	2532		
1880	21	1	20	18	10	5	3	4069	2536		
1881	17	1	16	15	9	4	2	3384	2475		
1882	24	—	—	13	7	2	4	3221	2288		

* Average, 1860-1871.

The most remarkable feature in this year's examination has been the signal success of the female Candidates. The average of the whole number has not been particularly high, a result partly due to the greater number who presented themselves for examination, and partly also to the alteration in the Preliminary Examination.

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

The Council's Gold Medal	R. S. Stephenson.
First Prize for English	Lucy J. A. Hudspeth.
First Prize for Greek	K. Maxwell.
First Prize for French	Lucy J. A. Hudspeth.
First Prize for German	Lucy J. A. Hudspeth.
First Prize for Italian	A. A. Stephens.

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

Second Prize for Greek	R. S. Stephenson.
Second Prize for Mathematics	R. S. Stephenson.
Prize for Geology	R. S. Stephenson.
Prize for Music	Lucy J. A. Hudspeth.

SPECIAL PRIZES.

Silver Medal as Senior Female Associate of the year Lucy J. A. Hudspeth.
Prize for Mathematics E. L. Hall.

The last-mentioned prize would have been a First Prize had not the regulation been that no First Prize can be taken by any candidate whose name does not appear in the First Class of Associates of the year.

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

For the Examiners,

J. E. BROMBY.

Hobart, 6th December, 1882.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1882.

GENERAL CLASS LIST.

FIRST CLASS.

No.	NAME.	MARKS.	AGE		AWARDS.
			1 Sept. 1882.		
			<i>yrs.</i>	<i>mths.</i>	
1	Stephenson, R. S.....	3221	16	5	{ Council's Gold Medal as Senior Associate of the Year. Second Prize for Greek. Second Prize for Mathematics. Prize for Geology.
2	Crouch, T. G. S.	2775	17	2	—
3	Stephens, A. A.	2677	15	6	First Prize for Italian.
4	Hudspeth, Lucy J. A.....	2631	17	2	{ Council's Silver Medal as Senior Female Associate of the year. First Prize for English. First Prize for French. First Prize for German. Prize for Music.
5	Sinclair, G. A.	2560	17	7	—
6	Maxwell, K.....	2459	16	11	First Prize for Greek.
7	Smith, Lucy J.....	2417	18	0	—
SECOND CLASS.					
8	Hall, E. L.	2304	17	11	Special Prize for Mathematics.
9	Edmunds, W. G.....	1908	16	11	—
THIRD CLASS.					
10	Plowman, Mary Ann.....	1849	17	1	—
11	Miller, E. G.	1842	17	5	—
12	Malcolm, A. S.....	1728	18	2	—
13	Mylan, Mary M.....	1371	16	2	—

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1882.

SPECIAL CLASS LIST.

<i>English.</i>	<i>Latin.</i>	<i>Greek.</i>	<i>French.</i>	<i>German.</i>	<i>Italian.</i>	<i>Mathematics.</i>	<i>Natural Philosophy.</i>	<i>Chemistry.</i>	<i>Geology.</i>	<i>Drawing.</i>	<i>Music.</i>
FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.
Hudspeth, Lucy	None	Maxwell Stephenson Stephens Crouch	Hudspeth, Lucy	Hudspeth, Lucy	Stephens	Hall Stephenson Maxwell Crouch Hudspeth, Lucy	None	None	Stephenson	None	Hudspeth, Lucy
SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.
Stephenson Malcolm Hall Stephens Sinclair Smith, Lucy Edmunds Maxwell Crouch Miller Plowman, Mary Ann Mylan, Mary	Stephenson Crouch } Hall } Maxwell Smith, Lucy Stephens Sinclair Edmunds Miller Plowman, Mary Ann Malcolm	Sinclair Edmunds Miller	Crouch Smith, Lucy Plowman, Mary Ann Hall Miller Sinclair Edmunds Mylan, Mary Stephenson Stephens Maxwell Malcolm	Smith, Lucy Plowman, Mary Ann	Smith, Lucy Stephenson Sinclair Crouch Mylan, Mary	Stephens Malcolm Smith, Lucy Sinclair Plowman, Mary Ann Miller Edmunds Mylan, Mary	Hall Stephenson	None	Malcolm	Hudspeth, Lucy Sinclair Edmunds	Mylan, Mary

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1882.

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TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION for the Degree of ASSOCIATE OF ARTS, December, 1882.

TABLE OF MARKS.

No.	NAME.	DATE OF BIRTH.	SCHOOL.	TEACHER.	English.	Latin.	Greek.	French.	German.	Italian.	Mathematics.	Natural Philosophy.	Chemistry.	Geology.	Drawing.	Music.	TOTAL.	CLASS.
					[Maximum No. of Marks.]	1100	800	800	550	550	550	1000	250	250	250	250		
1	Stephenson, Ralph Stuart	4 Apr. 1866	Horton College	W. W. Fox, Esq., B.A.	679	493	568 c	282	—	317	653 c	80	—	149 c	—	—	3221	First.
2	Crouch, Thos. Geo. Stanton	7 July, 1865	High School	Rev. R. D. Poulett-Harris, M.A.	494	475	541 c	345	—	302	618 c	n.p.	—	—	—	—	2775	First.
3	Stephens, Arthur Augustus	21 Mar. 1867	High School	Rev. R. D. Poulett-Harris, M.A.	580	429	547 c	273	—	375 c	473	—	—	—	—	—	2677	First.
4	Hudspeth, Lucy Jane A.	9 July, 1865	Ladies' College	Miss Knott	774 c	—	—	399 c	383 c	—	595 c	—	—	—	145	335 c	2631	First.
5	Sinclair, George Arthur	16 Feb. 1865	High School	Rev. R. D. Poulett-Harris, M.A.	547	424	497	289	—	306	407	—	—	—	90	—	2560	First.
6	Maxwell, Kenneth	23 Sept. 1865	Hutchins School	Rev. J. V. Buckland, B.A.	501	474	578 c	272	—	—	634 c	n.p.	—	—	—	—	2459	First.
7	Smith, Lucy Jeannette	1 Sept. 1864	High School	E Edmondson, Esq.	512	466	—	337	358	325	419	—	—	—	—	—	2417	First.
8	Hall, Edward Laret	24 Oct. 1864	Hutchins School	Rev. J. V. Buckland, B.A.	632	475	—	331	—	—	767 c	99	—	—	—	—	2304	Second.
9	Edmunds, Walter George	12 Oct. 1865	High School	Rev. R. D. Poulett-Harris, M.A.	508	378	437	288	—	—	212	—	—	—	85	—	1908	Second.
10	Plowman, Mary Ann	30 Aug. 1865	Ladies' College	Miss Knott	477	355	—	333	309	—	375	—	—	—	—	—	1849	Third.
11	Miller, Ernest Granville	5 Apr. 1865	Church Grammar School, Launceston	Rev. W. H. Savigny, M.A.	491	372	398	308	—	—	273	—	—	—	—	—	1842	Third.
12	Malcolm, Alex. Scott	1 July, 1864	Horton College	W. W. Fox, Esq., B.A.	647	336	n.p.	222	—	—	422	—	n.p.	101	—	—	1728	Third.
13	Mylan, Mary Maria	5 July, 1866	Presentation Convent, Hobart	Lady Superioress	449	—	—	284	—	277	201	—	—	—	n.p.	160	1371	Third.

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

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1882.

EXAMINATION PAPERS.

English.

Three hours.

DR. BROMBY, *Examiner.*

ENGLISH LANGUAGE. SHAKESPEARE'S JULIUS CÆSAR.

1. "I cannot tell what you and other men
Think of this life; but, for my single self,
I had as lief not be as live to be
In awe of such a thing as I myself."

Analyse the foregoing passage as follows:—

Mark off six columns; in the first column insert all the constituent sentences of the passage in order, distinguishing each by the letters (*a*), (*b*), &c.; in the second column state what kind of sentence each is; in the third column place the subject of the sentence; in the fourth the predicate, and in the fifth the object, each with its attributes; specify whether the object is direct or indirect; in the sixth column insert any adverbial extension. If subject, object, or adverb should be a distinct sentence it must be represented in its proper column by its symbol (*a*), (*b*), &c. Supply ellipses in brackets, and resolve compound words; *e.g.*, *what into that which*.

2. Deal in a similar way with the following passage:—

The gods to-day stand friendly; that we may
Lovers in peace, lead on our days to age!
But since the affairs of men rest still uncertain,
Let's reason with the worst that may befall.
If we do lose this battle, then is this
The very last time we shall speak together.

3. Write out the general plot of "Julius Cæsar;" but not diffusely.
4. What parts are played in this drama (*a*) by Cassius, and (*b*) by Mark Antony?
5. By whom, and on what occasions, were the following lines spoken?

 - (*a*) Men at some time are masters of their fates.
 - (*b*) He were no lion, were not Romans hinds.
 - (*c*) I will myself into the pulpit first.
 - (*d*) The evil that men do lives after them.
 - (*e*) You have done that you should be sorry for.
 - (*f*) You show'd your teeth like apes, and fawn'd like hounds.

6. Derive the following words from their several roots:—*Offal, cancel, enfranchisement, contrive, schedule, token, purpose.*
7. With what other English words is the main root of the following connected?—*Prayer, unsailable, abridge, savage, mutiny, enterprise, fawn, doomsday.*
8. In what sense does Shakespeare always employ the word *yearn*? What does he mean by *a thunderstone, orts, outward favor, an exorcist, cognizance, freedom of repeal, bootless kneel, dear*?
9. *To rear* is equivalent to *raise*; give other examples of the letters *r* and *s* being interchangeable.
10. Explain the following expressions:—
Crimsoned in thy *lethe* — Then in a friend it is cold *modesty* — His coward lips did from their *colour* fly — These *jigging* fools — This *ensign* here of mine — The *apt* thoughts of men.
11. What is the meaning of the word *smatch*? What is its modern form? Give six other examples of a similar interchange of sound.
12. In the scanning of Shakespeare's lines what deviations do you observe from modern pronunciation?

History and Geography.

Three hours.

A. DORAN, Esq., B.A., LL.B., *Examiner.*

1. Explain the following:—Latitude, longitude, tropics, watershed, plateau, tides, archipelago, snow-line, estuary, basin, frith, roadstead, monsoon.

2. Name the chief manufactures of England, with their respective localities.
3. Describe the mountain-systems of Asia.
4. Give a summary of the commerce, agriculture, manufactures, and government of the United States.
5. Draw a map of New Zealand, marking towns, rivers, mountains, capes.
6. Describe the position of the following :—
Acapulco, Barcelona, Bridport, Chiquisaca, Canton, Delhi, Arno, Bathurst, Guildford, Hyderabad, Moorina, Ramillies, Stanley, Delhi, Lubec, Ipswich, Jura, Dunedin, Ulverstone, Zurich.

1. Trace the descent of Victoria from Henry VII.
2. Give a sketch of the social and material progress of England during Elizabeth's reign.
3. Give the leading events in the Civil War, 1642—1646.
4. Write a short history of the Feudal system in England.
5. How are the following persons known in English history :—Dunstan, Anselm, Simon de Montfort, Wyclif, Scrope, Pym, Hampden, Danby, Laud, Walpole, Darneley, Sacheverel, Wentworth, Lyndhurst, Russell?
6. Give a short account of the following :—Conquest of Scotland, Treaty of Troyes, Bill of Rights, Triennial Act, the Long Parliament, Trial of Seven Bishops, Peace of Ryswick, Treaty of Utrecht, Quadruple Alliance, Peace of Amiens, Repeal of Corn Laws.

Latin.—I.

Four hours.

DR. BROMBY, *Examiner.*

SALLUST—Jugurthine War. LATIN GRAMMAR.

1. Translate—

(A) *Is postquam magnitudine facinoris percussus ad tempus non venit, metusque rem impediēbat, Bomilcar simul cupidus incepta patrāndi, et timore socii anxius, ne omisso vetere consilio novum quærerēt, litteras ad eum per homines fidelis mittit, in quibus molliētiem socordiamque viri accusare, testari Deos, per quos juravisset, monere ne præmia Metelli in pestem converteret; Jugurthæ exitium adesse; ceterum suane, an virtute Metelli periret, id modo agitari; proinde reputaret cum animo suo, præmia an cruciatum mallet.*

(B) *Nunquam ego ratus sum fore, uti rex maximus in hac terra et omnium quos novi, privato homini gratiam deberem. Et mehercule, Sulla, ante te cognitum multis orantibus, aliis ultro egomet opem tuli, nullius indigni. Id imminutum, quod ceteri dolere solent, ego lætor; fuerit mihi eguisse aliquando amicitia tua, qua apud animum meum nihil carius habeo. Id adeo experiri licet: arma, viros, pecuniam, postremo quidquid animo lubet, sume, utere; et quoad vives, nunquam tibi redditam gratiam putaveris; semper apud me integra erit; denique nihil me sciente frustra volēs. Nam, ut ego æstumo, regem armis quam munificentia vinci minus flagitiosum est. Ceterum de re publica vestra, cujus curator huc missus es, paucis accipe. Bellum ego populo Romano neque feci neque factum unquam volui: finis meos adversum armatos armis tutatus sum. Id omitto, quando vobis ita placet; gerite quod voltis cum Jugurtha bellum. Ego flumen Mulucham, quod inter me et Micipsam fuit, non egrediar, neque id intrare Jugurtham sinam. Præterea si quid meque vobisque dignum petiveris, haud repulsus abibis.*

2. Give account of the moods of *quærerēt*, *juravisset*, *converteret*, *reputaret*, *mallet*, and *putaveris*.
3. Of the following nouns give the reason for their cases :—*Patrāndi*, *virī*, *exitium*, *virtute*, *omnium*, *quos*, *multis*, *nullius*, *qua*, *quidquid*, *sciente*, *populo*.
4. Write down the genitives singular and plural of the following nouns; give also the English of them, and specify their gender :—*Progeniēs*, *stirps*, *scelus*, *manus*, *crux*, *sol*, *animal*, *navis*, *iter*, *collis*, *vesper*, *satelles*, *mos*, *imago*, *cornicen*, *inops*, *mensis*, *cupido*, *testis*, *urbs*, *vas*, *supellex*.
5. Write down the perfect, infinitive, and supine, also English, of *occido*, *vincio*, *commaculo*, *colo*, *comperio*, *misceo*, *cogo*, *ferio*, *fido*, *desero*, *gero*, *tendo*, *quiesco*, *intelligo*, *cognosco*, *tego*, *discedo*, *dissero*, *suadeo*, *attingo*.
6. Give the present, perfect, and infinitive of the following :—*Rebatur*, *perpeterer*, *dilabaris*, *nitentur*, *appellebat*, *factus essem*, *miserantem*, *effusus*; and state the part of the verb that each is in

7. Derive the following words, giving the English for the roots as well as for the words:—
Commeatus, sumo, veno, negotium, passim, paciscor, stipendium, recuso, anceps, ostento, præposteri, vexillum.
8. Translate the following:—Postquam justa fecerant — dextra Adherbalem adsedit — portuosior et ædificiis magis exornata erat — passim multis, sibi quique, imperium petentibus — quasi per saturam exquisitis sententiis — quæ ira fieri amat — ex copia rerum statuit nihil sibi agitandum—Muthul flumen a quo aberat mons ferme millia passum XX., tractu pari, vastus ab natura et humano cultu — aciem transvorsis principis in planum deducit — adverso colle evadunt—adversæ res etiam bonos detractant — Syrtis, quibus nomen ex re inditum — loca nuda gignentium.
9. What is the difference between mercator and negotiator — lixæ and calones — in dies and quotidie — perfuga and desertor — quire and posse — cognatus, agnatus, and affinis — sarcinæ and impedimenta — exercitus, agmen, and acies — polliceor and promitto? How do arte and tute change their meaning according as the *e* is long or short?
10. Give comparative and superlative forms of the adverbs bene, magnopere, celeriter, supra, pigre, intra.
11. Distinguish between Africa and Lybia? What other countries were there in Roman times on that continent?
12. What exactly was meant by the Agrarian Laws?
13. What were the principal incidents in the life of Marius?
14. Mention the chief divisions of the Roman army; and name the commanders of each division.
15. Define the figure Asyndeton; and adduce an example from Sallust.

Latin.—II.

Four hours.

A. DORAN, Esq., B.A., LL.B., *Examiner.*

TRANSLATION AT SIGHT, AND COMPOSITION.

1. Translate into English prose, with brief notes where necessary—

C. PLINIUS ROMANO SUO. S.

Ædificare te scribis. Bene est: inveni patrocinium. Ædifico enim jam ratione, quia tecum. Nam hoc quoque non dissimile, quod ad mare tu, ego ad Larium lacum. Hujus in litore plures villæ meæ, sed duæ ut maxime delectant, ita exercent. Altera imposita saxis more Baiano, lacum prospicit: altera, æque more Baiano, lacum tangit. Itaque illam, tragœdiam; hanc, appellare comœdiam soleo; illam, quod quasi cothurnis, hanc, quod quasi socculis sustinetur. Sua utrique amœnitas, et utraque possidenti ipsa diversitate jucundior. Hæc lacu propius, illa latius utitur: hæc unum sinum molli curvamine amplectitur, illa editissimo dorso duos dirimit: illic recta gestatio longo limite super litus extenditur, hic spatiosissimo xysto leviter inflectitur: illa fluctus non sentit, hæc frangit: ex illa possis despiciere piscantes, ex hac ipse piscari, hamumque e cubiculo, ac pæne etiam de lectulo, ut e naucula, jacere. Hæc mihi causæ utrique, quæ desunt, adstruendi, ob ea quæ supersunt. Etsi quid ego rationem tibi? apud quem pro ratione erit, idem facere. Vale.

2. Translate into English—

Doctorum Licini celeberrime Sura virorum,
 Cujus prisca graves lingua reduxit avos,
 Redderis, heu, quanto fatorum munere! nobis,
 Gustata Lethes pæne remissus aqua.
 Perdiderant jam vota metum securaque flebat
 Tristitia et lacrimis jamque peractus eras.
 Non tulit invidiam taciti regnator Averni
 Et raptas fati reddidit ipse colus.
 Scis igitur, quantas hominum mors falsa querellas
 Moverit, et frueris posteritate tua.
 Vive velut rapto fugitivaque gaudia carpe:
 Perdiderit nullum vita reversa diem.

3. Translate into Latin prose—

The principal conquests of Rome were achieved under the Republic, and the Emperors were satisfied with preserving those dominions which had been acquired by the policy of the senate, the actual emulation of the consuls, and the martial enthusiasm of the people. The seven first centuries were filled with a rapid succession of triumphs, but it was reserved for Augustus to relinquish the ambitious design of subduing the whole earth and to introduce a spirit of moderation into the public councils. Inclined to peace by his temper and situation, it was easy for him to discover that Rome had much less to hope than to fear from the

chance of arms ; and that in the prosecution of remote wars the undertaking became every day more difficult, the event more doubtful, and the possession more precarious and less beneficial.

4. Translate into Latin Elegiacs—

Their leader was false Sextus,
That wrought the deed of shame :
With restless pace and haggard face
To his last field he came.
Men said he saw strange visions
Which none beside might see ;
And that strange sounds were in his ears
Which none might hear but he.

Latin.—III.

Three hours.

DR. BROMBY, *Examiner.*

OVID—Fasti, Book IV. HORACE—Ars Poetica.

1. Translate the following passages :—

- (a) Quo non livor adit? Sunt qui tibi mensis honorem
Eripuisse velint invidiantque, Venus.
Aprilem memorant ab aperto tempore dictum,
Quem Venus injecta vindicat alma manu.

How was envy exhibited? What legal formula is alluded to in the passage?

- (b) Quærere multa libet: sed me sonus æris acuti
Terret, et horrendo lotos adunca sono.
Da, dea, quas sciter doctas, Cybeleia, neptes.
Vidit, et has curæ jussit adesse meæ.
Pandite mandati memores, Heliconis alumnae,
Gaudeat assiduo cur dea Magna sono.

You may change *ad lib.* the reading of the 3rd line.

Who were the *neptes*?

- (c) Non pudet herbosum, dixi, posuisse moretum
In dominae mensis? an sua causa subest?
Lacte mero veteres usi memorantur et herbis,
Sponte sua si quas terra ferebat, ait.

What light does Virgil throw on this subject?

- (d) Tertia lux, memini, ludis erat. At mihi quidam
Spectanti senior contiguusque loco,
Hæc, ait, illa dies, Lybicus qua Cæsar in oris
Perfida magnanimi contudit arma Jubæ.
Dux mihi Cæsar erat, sub quo meruisse tribunus
Glorior. Officio præfuit ille meo.
Hanc ego militia sedem, tu pace parasti,
Inter bis quinos usus honore viros.

Which Cæsar was this? What was the *sedes*?

Comment shortly on the passage.

- (e) Dixit, et ut lacrimæ, neque enim lacrimare deorum est
Decidit in tepidos lucida gutta sinus.

Who is here spoken of?

- (f) Hæc modo verrebant stantem tibi vine villam
Nunc matris plumis ova fovenda dabat.

Derive the words *villa* and *tibicen*.

- (g) Nec mora, transiit. Rutro Celer occupat ausum ;
Ille premit duram sanguinolentus humum.
Hæc ubi rex didicit, lacrimas introrsus obortas
Devorat et clausum pectore vulnus habet.
Dat tamen exequias : nec jam suspendere fletum
Sustinet et pietas dissimulata patet ;
Osculaque applicuit posito suprema feretro,
Atque ait, invito frater adempte, vale.

What inconsistency does there appear between *transiit* and *occupat*?

2. Translate—

Ingenium misera quia fortunatius arte
 Credit et excludit sanos Helicone poëtas
 Democritus, bona pars non unguis ponere curat,
 Non barbam, secreta petit loca, balnea vitat.
 Nanciscetur enim pretium nomenque poëtæ,
 Si tribus Anticyris caput insanabile nunquam
 Tonsori Licino commiserit. O ego lævus,
 Qui purgor bilem sub verni temporis horam!
 Non alius faceret meliora poëmata; verum
 Nil tanti est. Ergo fungar vice cotis, acutum
 Reddere quæ ferrum valet, exsors ipsa secandi;
 Munus et officium nil scribens ipse docebo,
 Unde parentur opes, quid alat formetque poëtam;
 Quid deceat, quid non; quo virtus, quo ferat error.

3. What is the force of *enim* and of *tribus* in the foregoing passage?
4. Explain the following phrases:—*Limæ labor* — *multa litura* — *morata recte fabula* — *mere tæra*, *liber Sociis* — *unctum qui recte ponere possit*.
5. Horace instances three things which spoil a good banquet: what are they? and why does he so emphatically condemn them?
6. Derive the following words:—*Labrum* (a bath), *facundus*, *pulso*, *vivax*, *villa*; and adduce two examples of words similarly derived in each case.
7. Where were these places—*Cythera*, *Heloria Tempe*, *Mutina*, *Mænalus*? What eminence does Ovid mean by *Siculus collis*?

Greek.—I.

Three hours.

DR. BROMBY, *Examiner*.

XENOPHON—Anabasis IV.

1. Translate—

(a) Νυκτερευόντων δ' αὐτῶν ἐνταῦθα ἐπιπίπτει χιῶν ἄπλετος, ὥστε ἀπέκρυψε καὶ τὰ ὄπλα καὶ τοὺς ἀνθρώπους κατακειμένους· καὶ τὰ ὑποζύγια συνεπόδισεν ἢ χιῶν· καὶ πολλὸς ὄκνος ἦν ἀνίστασθαι· κατακειμένων γὰρ ἀλεινὸν ἦν ἢ χιῶν ἐπιπεπτωκῖα, ὅτῳ μὴ παραρρυνεῖη.

(b) Ὁ δὲ Ξενοφῶν, ἔχων ὀπισθοφύλακας, ὡς ἤσθετο, εἰδέτο αὐτῶν πάσῃ τέχνῃ καὶ μηχανῇ μὴ ἀπολείπεσθαι, λέγων, ὅτι ἔπονται πολλοὶ πολέμιοι συνειλεγμένοι, καὶ τελευτῶν ἐχαλέπαιναν. Οἱ δὲ σφάζειν ἐκέλευον· οὐ γὰρ ἂν δύνασθαι πορευθῆναι.

(c) Μετὰ τοῦτον Ξενοφῶν εἶπεν· “Ἐγὼ δ' οὕτω γινώσκω. Εἰ μὲν ἀνάγκη ἐστὶ μάχεσθαι, τοῦτο δεῖ παρασκευάσασθαι, ὅπως ὡς κράτιστα μαχοῦμεθα· εἰ δὲ βουλόμεθα ὡς ῥᾶστα ὑπερβάλλειν, τοῦτό μοι δοκεῖ σκεπτότερον εἶναι, ὅπως ἐλάχιστα μὲν τραύματα λάβωμεν, ὡς ἐλάχιστα δὲ σώματα ἀνδρῶν ἀποβάλωμεν.

(d) Ἐνταῦθα δὴ κοινῇ ἐβουλεύοντο· καὶ τοῦ Ξενοφῶντος ἐρωτῶντος, τί τὸ κωλύον εἴη εἰσελεῖν, εἶπεν ὁ Χειρίσοφος· “[Ἀλλὰ] μία αὕτη πάροδος ἐστίν, ἣν ὀρᾷς· ὅταν δὲ τις ταύτη πειράται παρῖεναι, κυλινδοῦσι λίθους ὑπὲρ ταύτης τῆς ὑπερεχούσης πέτρας· ὅς δ' ἂν καταληφθῇ, οὕτω διατίθεται.” Ἀμα δ' εἰδείξε συντετριμένους ἀνθρώπους καὶ σκέλη καὶ πλευράς.

(e) Καὶ τὰ μὲν ἄλλα οὐδὲν ἦν, ὃ τι καὶ ἐθαύμασαν· τὰ δὲ σμήνη πολλὰ ἦν αὐτόθι, καὶ τῶν κηρίων ὅσοι ἔφαγον τῶν στρατιωτῶν πάντες ἄφρονές τε ἐγίνοντο καὶ ἤμουν καὶ κάτω διεχώρει αὐτοῖς, καὶ ὀρθὸς οὐδεὶς ἠδύνατο ἵστασθαι· ἀλλ' οἱ μὲν ὀλίγον ἐδηδοκότες σφόδρα μεθύουσιν ἐώκεσαν, οἱ δὲ πολὺν, μαινομένοις, οἱ δὲ καὶ ἀποθνήσκουσιν.

2. Write out all the cases of ἀνήρ, εἷς, τίς, ἐγώ.
3. Write out a conspectus of the moods of 2 a. of ἀφικνοῦμαι, fut. of ἔπομαι, 2 a. of καταβαίνω, fut. of τρέχω, pres. act. of δίδωμι, pres. of δύναμαι, 1 a. pass. of λαμβάνω, p. p. of κλέπτω 1 a. act. of φθάνω.
4. Write out all the persons of the 2 a. opt. pass. of συλλέγω, plup. ind. act. of λαμβάνω, 2 a. inf. act. of ἀπόδωμι, 2 a. imp. act. of ἔχω, 2 a. subj. act. of ἐσθίω, pres. opt. act. of ὀρώ (contract.), 1 a. subj. mid. of μένω, 1 a. subj. pass. of ἤδομαι, 1 a. imp. mid. of ψηφίζω.
5. State tense, mood, and voice of the following verbs, and write down also the present, future and perfect tenses whatever may have been in use in Attic Greek:—αἰσθῆσθαι, ἐπέθεντο, ἀφειμένον, ἐπικέκοντο, εἰδεῖν, ἠλκώστα, ἐκυλινδοῦν, περιρρύηναι, ἀνακραγόντες, διεφθαρμένοι, ἀγωνιούμεθα, ἔκαιον, ἀπέκαμνεν, ἀντιτετάχεται, προσίασι, ἤμουν.

6. Write down the gen. sing. and dat. pl. of these nouns—*αἴξ*, *βοῦς*, *ὄρος*, *ὀμίχλη*, *ἀνάβας* (all genders), *τάξις*, *πούς*, *κωμήτης*, *ὄρνις*, *κῆνος*.
7. Derive the following words, giving the English both to the word itself and to its root:—*στολάς*, *ἀνιμῶ*, *κονιατός*, *αὐτόματος*, *εὐώδης*, *ὄργυιά*, *κατάγειος*, *δασμός*, *ὠμοβόδιος*, *φαρμακοποσία*.
8. What is the difference in meaning between *σπονδή* & *σπονδαί*—*κατέβησε* & *κατέβη*—*διάβασιν* & *διαβάσιν*—*ἀλαλάζειν* & *ὀλολύζειν*—*φοβῆν* & *φοβεῖσθαι*—*ἀπιέναι* & *ἀφιέναι*—*ἄκρατος* & *ἄκράτης*—*ἠγείτο αὐτῶν* & *ἠγείτο αὐτοῖς*.
9. When is *τινα* atomic, when oxytone, and when paroxytone? Distinguish between *φύλακας* and *φυλακάς*.
10. Translate into English—

Πύρρος ὁ βασιλεὺς ὀδεύων ἐνέτυχε κυνὶ φρουροῦντι σῶμα πεφουεμένου, καὶ πυθόμενος τρίτην ἡμέραν ἐκείνην ἄσιτον παραμένειν καὶ μὴ ἀπολιπεῖν, τὸν μὲν νεκρὸν ἐκέλευσε θάψαι, τὸν δὲ κύνα μεθ' ἑαυτοῦ κομίζειν. Ὀλίγαις δὲ ὕστερον ἡμέραις ἐξέτασις ἦν τῶν στρατιωτῶν, καὶ πάροδος· καθημένου τοῦ βασιλέως καὶ παρῆν ὁ κύων ἡσυχίαν ἔχων. Ἐπεὶ δὲ τοὺς φονεὰς τοῦ δεσπότητος παριόντας εἶδεν ἐξέδραμε μετὰ φωνῆς καὶ θυμοῦ ἐπ' αὐτούς, καὶ καθυλάκει πολλάκις μεταστρεφόμενος εἰς τὸν Πύρρον· ὥστε μὴ μόνον ἐκείνῳ δι' ὑποψίας, ἀλλὰ καὶ πᾶσι τοῖς παροῦσι, τοὺς ἀνθρώπους γενέσθαι διὸ συλληφθέντες εὐθὺς καὶ ἀνακρινόμενοι, μικρῶν τινῶν τεκμηρίων ἔξωθεν προσγενομένων, ὁμολογήσαντες τὸν φόνον ἐκολάσθησαν.

Greek.—II.

Three hours.

A. DORAN, B.A., LL.B., *Examiner*.

1. Translate into English prose—

Μητρὸς ἑμῆς μνηστῆρες ὑπέρβιον ὕβριν ἔχοντες,
 νῦν μὲν δαινύμενοι τερπώμεθα, μηδὲ βοητὸς
 ἔστω, ἐπεὶ τόδε καλὸν ἀκουμένον ἔστιν ἀοιδοῦ
 τοιοῦδ' οἶος ὃδ' ἔστι, θεοῖς ἐναλγικίος αὐδήν.
 ἠῶθεν δ' ἀγορήνδε καθεζώμεσθα κιόντες
 πάντες, ἵν' ὑμῖν μῦθον ἀπηλεγέως ἀποιέπω,
 ἐξίεναι μεγάρων· ἄλλας δ' ἀλεγύνετε δαΐτας,
 ὑμὰ κτήματ' ἔδοντες, ἀμειβόμενοι κατὰ οἴκους.
 εἰ δ' ὑμῖν δοκέει τόδε λωίτερον καὶ ἄμεινον
 ἔμμεναι, ἀνδρὸς ἐνὸς βίοτον νήποινον ὀλέσθαι,
 κείρετ'· ἐγὼ δὲ θεοῦς ἐπιβώσομαι αἰὲν ἐόντας,
 αἶ κέ ποθι Ζεὺς δῶσι παλίντιτα ἔργα γενέσθαι·
 νήποινοί κεν ἔπειτα δόμων ἔντοσθεν ὀλοισθε·
 Ὡς ἔφαθ', οἱ δ' ἄρα πάντες ὀδαξ ἐν χεῖλεσι φύντες
 Τηλέμαχον θαύμαζον, ὃ θαρσαλέως ἀγόρευε.

2. Translate and comment on the following:—

- (i.) τῶν ἀμόθεν γε, θεὰ, θύγατερ, Διὸς, εἰπέ καὶ ἡμῖν.
- (ii.) οὐδ' ἔνθα πεφυγμένος ἦεν, καὶ μετὰ οἴσι φίλοισι.
- (iii.) αὐτὴν δ' ἐς θρόνον εἶσεν ἄγων, ὑπὸ λίτα πετάσσας, καλὸν δαιδάλεον.
- (iv.) τίς δαίς, τίς δε ὄμιλος ὃδ' ἔπλετο, τίπτε δέ σε χρέω;
- (v.) νηπιῖας ὀχέειν ἐπεὶ οὐκέτι τηλίκος ἐσσί.
- (vi.) ἐρπύζοντ' ἀνὰ γουνὸν ἀλωῆς οἰνοπέδοιο.

3. Parse the following words:—*ὠδύσαιο*, *ἀπειπέμεν*, *ἐπιθειῖσα*, *πέφραδε*, *ὠίξεν*, *κατεβήσετο*; and derive—*ἔννεπε*, *ἀργεφόντην*, *διάκτορος*, *εἰλίποδας*, *ἄρπυιαι*, *ἀλφειστής*, *ἀνοπαῖα*, *νήποινοι*.
4. Write short notes on the use of the following in Homer:—*Cæsure*, *Hiatus*, *Digamma*, case-forms in *φι(ν)*, *ἄν*, and *κεν*. What is meant by a *Thematic stem*?
5. Give a sketch of the Epic Dialect.
6. How can an Aorist be distinguished from an Imperfect in Greek? For example: why is *ἔβην* (root *βα*) an Aorist, but *ἔφην* (root *φα*) an Imperfect?

Give a table of the Greek tenses.

7. Translate into English—

(A) ἐπίσταμαί τε κοῦκ ἄφνω κακὸν τόδε
προσέπτατ'· εἰδὼς δ' αὐτ' ἐτειρόμην πάλαι.
ἀλλ' ἐκφορὰν γὰρ τοῦδε θήσομαι νεκροῦ,
πάρεστε καὶ μένοντες ἀντηχήσατε
παιᾶνα τῷ κάτωθεν ἀσπόνδῳ θεῷ.
πᾶσιν δὲ Θεσσαλοῖσιν ὧν ἐγὼ κρατῶ
πένθους γυναικὸς τήσδε κοινοῦσθαι λέγω
κουρᾷ Ξυρήκει καὶ μελαμπέπλῳ στολῆ·
τέθριππά θ' οἱ ζεύγυσθε καὶ μονάμπυκας
πῶλους, σιδήρῳ τέμνετ' αὐχένων φόβην.
αὐλῶν δὲ μὴ κατ' ἄστν, μὴ λύρας κτύπος
ἔστω σελήνας δώδεκ' ἐκπληρουμένας·
οὐ γάρ τιν' ἄλλοῦ φίλτερον θάψω νεκρὸν
τοῦδ' οὐδ' ἀμείνον' εἰς ἔμ'. ἀξία δέ μοι
τιμᾶν, ἐπεὶ τέθνηκεν αὐτ' ἐμοῦ μόνη.

(B) ἐγὼ καὶ διὰ μούσας
καὶ μετάρσιος ἤξα, καὶ
πλείστον ἀψάμενος λόγων
κρεῖσσον οὐδὲν ἀνάγκας
ἠῦρον, οὐδέ τι φάρμακον
Θρήσσαις ἐν σανίσιν, τὰς
Ὀρφεία κατέγραψεν
γῆρυς, οὐδ' ὅσα Φοῖβος Ἀσκληπιάδαις ἔδωκε
φάρμακα πολυπόνοις ἀντιτεμῶν βροτοῖσιν.
μόνας δ' οὐτ' ἐπὶ βωμοῦς
ἐλθεῖν οὔτε βρέτας θεᾶς
ἔστιν, οὐ σφαγίων κλύει.
μή μοι, πότνια, μείζων
ἔλθοις ἢ τὸ πρὶν ἐν βίῳ.
καὶ γὰρ Ζεὺς ὅ τι νεύσῃ,
σὺν σοὶ τοῦτο τελευτᾷ.
καὶ τὸν ἐν Χαλύβοις δαμάζεις σὺ βία σίδαρον,
οὐδέ τις ἀποτόμου λήματός ἐστιν αἰδώς.

8. What changes were made in the Drama by Æschylus, Sophocles, Euripides, respectively? Name the divisions of a Tragedy.

9. State the principal forms of the Hypothetical Period in Greek, with Latin equivalents.

10. Classify the uses of the Genitive case in Greek.

11. Translate, explain, and refer to the context—

- (a) χαίτα τ' οὔτις ἐπι προθύροις τομαῖος, ἃ δὴ νεκῶν πένθει πίτνει, οὐ νεολαία δονπεῖ
χεῖρ γυναικῶν.
(b) σοφῆ δὲ χειρὶ τεκτόνων δέμας τὸ σὸν εἰκασθὲν ἐν λέκτροισιν ἐκταθήσεται.
(c) Σπάρτα κυκλὰς ἀνίκα Καρνείου περιτίσεται ὥρα μηνὸς ἀειρομένης παννύχου σελάνας.
(d) τί χρῆμα κουρᾷ τῆδε πενθίμῳ πρόπεις;
(e) καὶ σάφ' οἶδ' ὀθούνεκα τοῦ νῦν σκυθρωποῦ, καὶ ξυνεστῶτος φρενῶν μεθορμιεῖ σε
πίτυλος ἐμπεσῶν σκύφου.

12. Translate, and comment on the following :—

- (i.) ἐπήνεσ' ἔργον καὶ πρόνοιαν ἦν ἔθου.
(ii.) οὐ μὴ φύγῃς.
(iii.) οὐτ' ἂν δυναίμην μῆτ' ἐπισταίμην λέγειν.
(iv.) οἶσθ' ὃ δράσον.
(v.) οὐκ οἶδ' ἂν εἰ πείσαιμι, πειρᾶσθαι δὲ χρῆ.
(vi.) οὐ σῖγ' ἀνέξει μήδε δειλίαν ἀρεῖς;

French.

Three hours.

A. DORAN, Esq., B.A., LL.B., *Examiner.*

1. Translate into English—

(A) Un artiste ne répond pas aux lettres qu'on lui écrit, ne rend pas les visites qu'on lui a faites, vient s'asseoir aux dîners d'apparat une demi-heure après que l'on a servi. D'autres fois il s'engage pour une soirée et n'y paraît pas. Toutes ces incivilités seraient remarquées et blâmées s'il s'agissait d'une autre personne ; on les pardonne à un artiste. Laborieux et plein d'ambition, son habitude n'est pas de rester oisif ; mais s'il lui prend la fantaisie de ne rien faire pendant une semaine, de partir pour la campagne à l'instant où on le lui propose, et d'y rester un mois, personne ne réclamera contre cette escapade. Il est vrai qu'il peut y rendre utile ses loisirs, mais ne fit-il qu'y dénicher des merles ou bayer aux corneilles, son temps ne serait pas perdu. Il se repose, prend haleine, et profite ensuite des économies de son esprit. Lancé dans la société la plus brillante et la plus agréable, sans être assujéti aux devoirs qu'elle impose ; admis à tous les spectacles, à tous les concerts où sa place est gardée sans autre rétribution que le bienfait de sa présence. Désiré, fêté partout ; acceptant une invitation comme on accorde une grâce, jouissant de tous les avantages d'une immense fortune sans avoir à compter avec son intendant. Réclamé dans vingt châteaux, appelé aux festins splendides, et, comme les anciens troubadours, gracieusement accueilli par les jolies femmes ; il s'abandonne au courant qui l'entraîne, il est tellement accoutumé à recevoir, qu'il accepte tout, même la croix d'honneur !

(B) C'est à vous que je parle, ma sœur.
 Le moindre solécisme en parlant vous irrite ;
 Mais vous en faites, vous, d'étranges en conduite.
 Vos livres éternels ne me contentent pas ;
 Et, hors un gros Plutarque à mettre mes rabats,
 Vous devriez brûler tout ce meuble inutile,
 Et laisser la science aux docteurs de la ville ;
 M'ôter, pour faire bien, du grenier de céans
 Cette longue lunette à faire peur aux gens,
 Et cent brimborions dont l'aspect importune ;
 Ne point aller chercher ce qu'on fait dans la lune,
 Et vous mêler un peu de ce qu'on fait chez vous,
 Où nous voyons aller tout sens-dessus-dessous,
 Il n'est pas bien honnête, et pour beaucoup de causes,
 Qu'une femme étudie et sache tant de choses.

2. Translate into French—

There are already too many who, having no acquaintance with the charms of poetry, affect to despise it. Paris abounds with men, otherwise of good understanding, who are naturally destitute of organs capable of relishing harmony ; to such, music is but noise, and poetry but ingenious trifling. Should these be informed that a person of merit, and who has composed five or six volumes of poetry, is of their opinion, would they not be apt to regard all other poets as fools, and him as the only one of all his brethren who had found the use of his reason ? Let me, then, for the honour of our profession, endeavour to answer him ; even let me add, for the honour of a country which owes part of its reputation among strangers to a perfection in this very art which he affects to despise.

3. In (A) parse—répond, s'asseoir, prend, fit, perdu, accueilli, recevoir ;
 derive—fois, oisif, rien, semaine, mois, haleine, esprit, châteaux.

In (B) derive—moindre, hors, meuble, céans, dessus-dessous, beaucoup.

4. When is the past participle declinable in French, and when invariable ?

5. Distinguish between *pas* and *point*, *pire* and *pis*, *l'un l'autre* and *l'un et l'autre*, *personne* (substantive and pronoun).

In what cases are *pas* and *point* omitted ?

6. Give the present indicative of *pouvoir* ; the preterite indicative of *coudre*, *s'ensuivre*, *mourir*, *résoudre* ; preterite subjunctive of *croire*, *vouloir* ; the present imperative of *bouillir*, *faire*.

7. Translate into French—

(1) Are you going to town ? No ; I have just returned. (2) He has a great many friends. (3) Have you heard any news ? (4) Whether he does it or not, I do not care. (5) I will do it for neither of them. (6) If he wants money, he should ask me for some. (7) I have drunk the cup to the dregs. (8) I have to dine out to-day. (9) It is an endless business.

8. Give the English of the following—*Cerf-volant*, *petit-mâitre*, *essuie-main*, *chef-lieu*, *chef-d'œuvre*, *tire-bouchon*. Write down the plural of each word.

9. How are the Degrees of Comparison expressed in French ? Name the adjectives which retain the old comparatives, and give the derivation of each.

German.

Three hours.

JOHN A. JACKSON, B.A., *Examiner.*

1. Translate into German—

The story is, that an old woman, of singular appearance, presented herself before Tarquinius, with nine books, for which she demanded a large sum of money. The king, not knowing what they were, refused to buy them, and the old woman went away. Presently she returned with six books, having burned the other three; but still she asked the same sum as at first. Tarquinius was not more inclined to take them than before, on which the ancient dame again departed, and consigned three more of her volumes to the flames. She came a third time, still asking as much money for the three that remained as she did at first for all the nine, and then the king, by the advice of the Augurs, bought the books. The old woman, who was a sibyl or prophetess, immediately disappeared, and was never seen afterwards.

2. Translate—

Ich bringe sie—o König aller Griechen!
 Ich bringe, Hochbeglückter, dir die Tochter,
 Die Tochter Iphigenia. Es folgt
 Die Mutter mit dem kleinen Sohn; gleich wirst du
 Den langentbehrten lieben Anblick haben.
 Jetzt haben sie, vom weiten Weg erschöpft,
 Am klaren Bach ausruhend, sich gelagert;
 Auf naher Wiese grast das losgebundene
 Gespann. Ich bin vorausgeschritten, dass
 Du zum Empfange dich bereiten möchtest;
 Denn schon im ganzen Lager ist's bekannt,
 Sie sey's! — Kann deine Tochter still erscheinen?
 Zu ganzen Schaaren drängt man sich herbei,
 Dein Kind zu sehn — Es sind der Menschen Augen
 Mit Ehrfurcht auf die Glücklichen gerichtet.

3. Female names and appellations are as a rule of the feminine gender. Mention some notable exceptions to this rule, and state the probable reasons why they are exceptions.

4. Decline Gott; Das Geschenk; Das Haar; Die Schmeichelei; Das Zeugniß; Herr Schmidt; Karl der Grosse.

5. State concisely the principal rules which govern the arrangement of the words in a German sentence, having regard to the subject, the auxiliary, the object, the adverb, the past participle, and the negative.

6. Translate—

Und jetzt endlich schien das grosse Ziel der französischen Staatskunst erreicht zu sein, den Kaiser, alles Beistandes der Ligue und seiner protestantischen Allirten beraubt, den vereinigten Wassen der beiden Kronen ohne Vertheidigung bloss zu stellen und ihm mit dem Schwert in der Hand den Frieden zu diktiren. Eine Armee von höchstens zwölftausend Mann war alles, was ihm von seiner Furchtbarkeit übrig war, und über diese musste er, weil der Krieg alle seine fähigen Generale dahin gerafft hatte, einen Calvinisten, den hessischen Ueberläufer Melander, zum Befehlshaber setzen.

7. Translate—

“Beantworten Sie mir noch eine einzige Frage,” sagte der Prinz, und stand auf. “Sind Sie in Ihrer Erzählung über Alles, was den Ritter betraf, immer aufrichtig gewesen?”

“Ich weiss nicht anders,” versetzte der Sicilianer.

“Sie haben ihn also wirklich für einen rechtschaffenen Mann gehalten?”

“Das hab' ich,” antwortete jener.

“Auch da noch, als er Ihnen den bewussten Ring gab?”

“Wie? — Er gab mir keinen Ring — Ich habe ja nicht gesagt, dass er mir den Ring gegeben.”

“Gut,” sagte der Prinz, an der Glocke ziehend, und im Begriff, wegzugehen. “Und den Geist des Marquis von Lanoy, (fragte er, indem er noch einmal zurückkam) den dieser Russe gestern auf den Ihrigen folgen liess, halten Sie also für einen wahren und wirklichen Geist?”

8. The English conjunction *when* corresponds with three German words; viz.—wann, wenn, als. In translating the English conjunction into German, state shortly the rules which guide you in the selection from the three German words.

9. Name the prepositions which govern sometimes the Dative and sometimes the Accusative. When do they require the Dative and when the Accusative? Give examples.

10. Give the various significations in which the auxiliary verb können is used.

11. Translate into German—

How much a pound?
 Two shillings a pound.
 Obey your parents.
 Its all the same to me.
 I could not keep laughing.
 An army of 20,000 men.
 The boy came running along.
 How long have you been in Hobart?
 I have been here six weeks.
 How do you like being here? I am very much pleased with this town.
 He said that was the misfortune to be feared.

12. What is the difference in meaning between verschwinden and verschwenden; einschlafen and einschläfern; schwimmen and schwemmen; wiegen and wägen?

13. The participle present is used much seldomer in German than in English. Illustrate this by examples.

Italian.

Three hours.

Rev. T. KELSH, *Examiner.*

1. Translate—

Padre del ciel, dopo i perduti giorni,
 Dopo le notti vaneggiando spese,
 Con quel fero desio ch' al cor s'accese
 Mirando gli atti per mio mal sì adorni;
Piacciati omai, col tuo lume ch'io torni
 Ad altra vita ed a più belle imprese;
 Sì ch' avendo le reti *indarno tesse*
 Il mio duro avversario se ne *scorni*.
 Or volge, Signor mio, l' undecim' anno,
 Ch' i' fui sommessò al dispietato giogo
 Che sopra i più *soggetti* è più feroce;
Miserere del mio non degno affanno;
Riduci i pensier vaghi a miglior luogo;
 Rammenta lor com' oggi *fosti* in croce.

2. Parse the words in italics.

3. Give the plural of frutto—gesto—legno—labbro—osso—staio—vestigio—membro—abbaco—biecho—dittongo—pubblico—peccato—ala—re—gru—mestieri—sacco—stirpe—mane.

4. State what you know of the particle "da," and give examples in Italian of its use to express removal—birth-place—residence with—fitness—since—about.

5. Conjugate the verb *calere* "to matter" throughout.

6. Give the imperative mood of andare—dare—fare—bere—cadere—dolarsi—dovere—giacere—parere—potere—addurre.

7. In what mood must the verb be which follows the conjunctions invece di—eccetto che—prima di—come che—se non che—purchè—sebbene—quando—anzi che—avvegnachè—finchè—atteso che?

8. Translate—

L' aspetto degli uomini cui duole della tua sventura, quand' anche non abbiano modo di sollevartene più efficacemente te l' addoliscee..... Mille volte mi son trovato col cuore sì unicamente amante di pochissimi, e pieno d' odio per gli altri, ch' io me ne spaventava. Allora andava alla finestra sospirando di vedere qualche faccia nuova, e m' estimava felice se la sentinella non passeggiava troppo rasente il muro; se si scostava sì che potessi vederla; se alzava il capo, udendomi tossire; se la sua fisionomia era buona. Quando mi pareva scorgervi sensi di pietà, un dolce palpito prendeami, come se quello sconosciuto soldato fosse un intimo amico. S'ei s'allontanava, io aspettava con innamorata inquietudine ch' ei ritornasse, e s' ei ritornava guardandomi, io ne gioiva come d'una grande carità. Se non passava più in guisa ch' io lo vedessi, io restava mortificato, come uomo che ama, e conosce che altri nol cura.

9. Translate into Italian—

Allow me to introduce to you an intimate friend of mine, Mr. Smith. He is going to spend a few weeks in the country, and I would feel much obliged by your giving him a few letters of introduction.

This tea, Sir, is delicious; shall I pour you out half a cup?

As soon as the post arrives we shall go and ask if there are letters for us.

I told it you a hundred times in the letters that you had received.

My mother, a younger brother, and myself have been left in great distress.

What is the news?—You are hurting my finger.

Excuse me, my mother has already gone.—Too much has been said about it.

10. How is the preposition *con* used? and give instances in translating—skilfully—by taking walks—to look at one from the corner of one's eyes—I congratulate you on something.

11. Translate—

Chi te la fa, fagliele, e se tu non puoi, tienlati a mente finchè tu possa.

Il garzoncello infermò, di che la madre dolorosa molto, come colei, che più non avea, e lui amava quanto più si poteva, tutt'i dì standogli dintorno, non ristava di confortarlo.

E veggendo sè non poter ritornare, in tanto mutò l'animo, che niuno più fiero Ghibellino, e a Guelfi avversario, fu come lui.

Pure Mathematics.—I.

Three hours.

DR. BROMBY, *Examiner.*

ALGEBRA.

- Find the value of $\frac{a}{b} - \left(\frac{1+a}{1-b}\right)^{\frac{1}{2}}$, when $a = \frac{1}{4}$ and $b = \frac{1}{3}$.
- Multiply $a^2 - 2ab + 4b^2$ by $a^2 + 2ab + 4b^2$.
- Show that the division of $(a^3 - 1)x^3 - (a^3 + a^2 - 2)x^2 + (4a^2 + 3a + 2)x - 3(a + 1)$ by $(a - 1)x^2 - (a - 1)x + 3$ gives $(a^2 + a + 1)x - (a + 1)$.
- Divide $a^3 - b^3$ by $a + b$ and exhibit the remainder as a fraction.
- Multiply $5 + 2\sqrt{-3}$ by $2 - \sqrt{-3}$.
- Divide $x^{\frac{3}{2}} - 4x^{\frac{1}{2}} - 2x^{\frac{1}{2}} - x^2 + 6x$ by $x^{\frac{3}{2}} - 4x^{\frac{1}{2}} + 2$.
- Solve the equations—
 - $\frac{2(3-4x)}{3-x} + \frac{3}{1-x} = 8.$
 - $\frac{2x+8\frac{1}{2}}{9} - \frac{13x-2}{17x-32} + \frac{x}{3} = \frac{7x}{12} - \frac{x+16}{36}.$
 - $\sqrt{y} - \sqrt{20-x} = \sqrt{y-x}.$
 $3\sqrt{20-x} = 2\sqrt{y-x}.$
 - $\frac{x + \sqrt{x^2-9}}{x - \sqrt{x^2-9}} = (x-2)^2.$ (Four answers required.)
- The difference between the hypotenuse of a right-angled triangle and its lesser side is less than the sum of the sides by 50; the difference between the hypotenuse and the greater side is equal to the difference between the two sides. Find the three sides of the triangle.
- The owners of two adjoining cottage gardens agree to raise three guineas to construct a common drain, to be charged proportionably to the value of the two gardens. Of this sum A's garden, which was 4 acres more than B's, but worse by 2 shillings an acre, paid £1 15s. But had B possessed 6 acres more, and B's land been worth 3 shillings an acre less, it would have paid £2 5s. Required the values of the gardens.
- Prove that of an even number of terms of an arithmetical progression, whose common difference is equal to the least term, the sum will be four times the sum of the first half of the terms diminished by half the last term.
- If a be the first term in a geometrical progression, l the last term, r the common ratio, and s the sum of the terms, prove that $s = \frac{rl - a}{r - 1}$.
- If $\cdot PQQQ$ &c. be a recurring decimal, where P contains two decimal places, and Q three decimal places, prove that $\cdot PQQQ$ &c. = $\frac{PQ - P}{99900}$.

Pure Mathematics.—II.

Four hours.

DR. BROMBY, *Examiner.*

EUCLID, Books I.—IV. ARITHMETIC.

1. If at a point in a straight line, two other straight lines, upon the opposite sides of it, make the adjacent angles together equal to two right angles; then these two straight lines shall be in one and the same straight line.
2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one of them greater than the angle contained by the two sides equal to them, of the other; the base of that which has the greater angle, shall be greater than the base of the other.
3. If a straight line be divided into two equal, and also into two unequal parts; the squares on the two unequal parts are together double of the square on half the line, and of the square on the line between the points of section.
4. If in a circle two straight lines cut one another, which do not both pass through the center, they do not bisect each other.
5. The opposite angles of any quadrilateral figure inscribed in a circle, are together equal to two right angles.
6. From a given circle to cut off a segment, which shall contain an angle equal to a given rectilineal angle.
7. To inscribe a circle in a given triangle.
8. To describe an equilateral and equiangular pentagon about a given circle.
9. Prove that the quadrilateral figure, whose diagonals mutually bisect each other, is a parallelogram.
10. A common tangent is drawn to two circles, which touch externally; if a circle be described on that part of it, which lies between the points of contact, as diameter, this circle will pass through the common point of contact of the two circles.
11. Simplify $\frac{2}{3} \times \frac{1\frac{2}{3}}{6\frac{2}{3}} \times 12\frac{1}{2}$.
12. Find the value of $\frac{12}{11}$ of 3 miles 7 fur. 110 yds.
13. Express the difference between $\frac{7}{8}$ of £1 and $\frac{7}{8}$ of a guinea as the decimal fraction of a crown.
14. Represent 5 lbs. 10 ozs. 3 dwts. 15 grs. Troy as the fraction of a cwt. avoird. to 6 places of decimals.
15. What is the value of 20 acres 3 roods 25 poles at £5 7s. 6½d. per acre?
16. A tradesman deducts 12s. 10½d. from a bill of £16 ls. 10½d. due 12 months hence on being paid ready money. At what rate does he allow discount?
17. What sum must be invested in the three per cents. at 9½ in order to produce a clear income of £230 after payment of income tax of 10d. in the pound?
18. A farmer bought 160 ewes; if one-half have one lamb, three-eighths two lambs, and the rest none on a yearly average, and of these three-fifths are males; calculate the number in his flock at the end of the third lambing season, if the lambs are allowed to breed when two years old.

Mathematics.—III.

Four hours.

DR. BROMBY, *Examiner.*

EUCLID—VI. and XI. TRIGONOMETRY. LOGARITHMS.

1. If a straight line be drawn parallel to one of the sides of a triangle, it shall cut the other sides, or these produced, proportionally: and conversely, if the sides, or the sides produced, be cut proportionally, the straight line which joins the points of section shall be parallel to the remaining side of the triangle.
2. Similar triangles are to one another in the duplicate ratio of their homologous sides.
3. If two triangles which have two sides of the one proportional to two sides of the other, be joined at one angle, so as to have their homologous sides parallel to one another; the remaining sides shall be in a straight line.
4. If a straight line stand at right angles to each of two straight lines in the point of their intersection, it shall also be at right angles to the plane which passes through them, that is, to the plane in which they are.

5. If two straight lines meeting one another be parallel to two others that meet one another, and are not in the same plane with the first two; the first two and the other two shall contain equal angles.
6. If two planes which cut one another be each of them perpendicular to a third plane; their common section shall be perpendicular to the same plane.
7. If two circles touch each other externally, any two straight lines drawn from the point of contact will be cut proportionally by the circumferences. Prove this.
8. Describe a circle which shall pass through two given points, and touch a given straight line.
9. Assuming the values of sines and cosines of $A \pm B$, in terms of the simple angles, find the value of $\tan 2A$ in terms of $\tan A$.
10. Making the same assumption as in the preceding question, prove that the sum of the sines of two angles bears the same ratio to the difference of the sines that the tangent of their semi-sum does to the tangent of their semi-difference.
11. Find the value of A from the equation $\tan^2 A + 4 \sin^2 A = 6$.
12. Prove that $\cos 36^\circ = \frac{\sqrt{5} + 1}{4}$.
13. If $\theta = \tan^{-1} \frac{1}{\sqrt{3}}$ and $\phi = \tan^{-1} \frac{1}{\sqrt{15}}$, prove that $\sin(\phi + \theta) = \sin 60^\circ \cos 36^\circ$.
14. If $2 \cos B = \frac{\sin A}{\sin C}$ in a triangle, whose angles are A, B, C , prove that the triangle is isosceles.
15. Find the area of a triangle whose sides are 13, 12, 5.
16. From the top of a house 42 feet high, I found the angle of elevation of the top of a neighboring steeple to be $14^\circ 13'$; at the bottom of the house it was $23^\circ 19'$. Find the height of the steeple.

Natural Philosophy.

Three hours.

DR. BROMBY, *Examiner.*

1. Three forces P, Q, R acting upon a point are *in equilibrio*; P and Q are inclined to each other at an angle of 60° , P and R at an angle of 165° , Q and R at an angle of 135° . Find the ratio between P and R .
2. What is meant by the moments of parallel forces? If there be a number of parallel forces acting on a body, show how their resultant is found.
3. A beam 50 feet long balances itself on a point distant from the thicker end of $\frac{2}{3}$ of its length; but when a weight of 10 lbs. is suspended from the thinner end, the fulcrum must be moved 3 feet toward it in order to maintain the equilibrium. Find the weight of the beam.
4. Of what order of lever is the human arm? What is the pressure upon the shoulder when the muscles are pulling up a weight of 100 lbs. and themselves exerting a strain of 217 lbs. at an angle of 48° to the horizon?
5. ABC is an isosceles triangle, C being a right angle; and three equal forces act in the lines AB, BC, CA . Show that their resultant is to one of the forces as $\sqrt{2} - 1$ to 1. Also that if CD be drawn perpendicularly to AB , and DC produced to E so that $DE = CE \sqrt{2}$; then the resultant acting through E must be in a direction parallel to BA .
6. The resistance of a sluice-gate to which a cogged rack is attached, amounts to a ton and a half; if this be raised by means of a winch and pinion, having for radii 1 ft. 8 inches, and 2.5 inches, respectively, calculate the power to be applied to the handle, which will be just equal to the resistance.
7. In a system of movable pulleys, in which each pulley has a separate string attached to the beam, and each of them weighs half a pound, what tension will be produced on the string in the hand by a weight of 500 lbs.?
8. If d, d' be the perpendicular distances of two opposite angles of any quadrilateral figure from the diagonal which passes between them, prove that the perpendicular distance of the centre of gravity from the same diagonal is $\frac{1}{3}(d - d')$.
9. A uniform beam 25 lbs. in weight leans against a vertical wall, and has its lower end resting on a horizontal plane. If the coefficient of friction on wall and plane be .5, find the pressure both on the wall and on the plane when the beam is only just supported. Also express the inclination of the beam to the horizon in degrees and minutes.

10. With what weight must a given weight of 99 ozs. be connected by a string passing over a single fixed pulley, so as to describe the same space in a given time, as when it descends freely down an inclined plane whose inclination is 30° ?
11. The specific gravities of gold and quartz are respectively 19.35 and 2.62; how much gold is contained in a piece of auriferous quartz which weighs $11\frac{1}{2}$ ozs.?
12. Describe the wheel barometer.
13. If the density of air in the receiver of an air-pump which has only one barrel be diminished to $\frac{1}{3}$ th of its original density after 3 turns; compare the capacities of the receiver and barrel.
14. When the centigrade thermometer stands at 40, what degree of heat is registered by Fahrenheit's?
15. A cylinder, whose diameter is 5 inches, and altitude 1 foot, is filled by a uniform pipe, the diameter of whose aperture is .125, in $1\frac{1}{2}$ minutes; find velocity of the fluid at the aperture.

Non-metallic Chemistry.

Three hours.

DR. BROMBY, *Examiner.*

1. If ice and salt be placed in a spoon and held over a jet of gas, drops of water will begin to gather on the under-side of the spoon. Explain the whole of this phenomenon.
2. How may hydrogen be procured by the aid of zinc? Exhibit the process of its evolution by means of a diagram.
3. What are the elements which enter into the composition of common gas, cyanogen, nitric acid, alcohol, bread, ammonia, and wood? In what proportions are they severally combined? Give the symbols and atomic weights of each.
4. What is the difference between carbonic acid and carbonic anhydride? Also between cyanogen and prussic acid? What is the origin of these last two names?
5. To obviate what danger did Davy invent his safety-lamp? Explain the principle of it.
6. What is the difference between chloric acid gas, and hydrochloric acid? Give symbols and atomic weights of each.
7. How many gallons of hydrochloric acid gas will one gallon of water absorb? When this gas is exposed to the air it is observed to fume: to what is this fuming due? By what name is it known commercially?
8. What is meant by *nascent* oxygen? Why should this epithet be given to oxygen any more than to other elements?
9. What is ozone? How obtained?
10. What are the constituents of bleaching powder? How was linen bleached before its invention? What is there in common between the two processes?
11. How is red phosphorus prepared? What are its peculiar properties? To what economic use has this property been turned?
12. How are earthen vessels glazed? Detail the chemical action.
13. Mention the constituent elements of the following:—Gypsum, alum, saltpetre, porcelain, green vitriol, meerschaum, aqua regia.
14. Three test glasses contain (1) liquid muriate of lime, (2) turmeric, (3) litmus, also (4) there is before me a small heap of chlorate of potash powdered up with sugar: I pour a few drops of S; on each. State the results severally.

Geology.

Three hours.

DR. BROMBY, *Examiner.*

1. What is the average density of the rocky crust of the earth? What is the mean density of the whole globe? How is the latter ascertained?
2. How deep in the earth's crust does the changing heat of summer and winter cease to be felt? At different depths within that limit in what months is the heat the greatest? *e.g.*, at 12 feet and 24 feet deep?
3. Describe the Great Geyser of Iceland; and enumerate the principal products of a volcano.
4. What are the three constituents of granite, geologically speaking? What the mineralogical ingredients of each constituent?
5. Resolve the Cainozoic period into its constituent groups; and also the Oolitic system.

6. Name the oldest fossiliferous system ; name also and describe the fossil found in it.
7. In what position are auriferous quartz-veins usually found ?
8. What is meant by *stalagmite*, *stalactite*, *tufa*, *schist*, *basalt*, *chert*, *sinter*, *serpentine*, *pisolite*, *phonolite* ?
9. Describe the process of petrification ; and name the three principal petrifying agents.
10. In describing fossils, when is a fish said to be *cyclostomatous* ? when *heterocercal* ? when is its scale said to be ctenoid ?
11. Describe an *encrinite*, a *graptolite*, an *ichnite*, a *belemnite*, an *ammonite*.
12. What is the nature of the ooze which has been dredged up from the bed of the Atlantic ? and what light does it throw upon any geological stratum ?
13. How have the presence of flint nodules in chalk beds been accounted for ?
14. To what economic uses have the following substances been put—*baryta*, *fluorspar*, *malachite*, *galena*, *lias*, *kaolin* ?
15. What metals are procured from the carboniferous system ?
16. Name the minerals and fossils now shown to you.

Drawing.

H. HUNTER, *Esquire, Examiner.*

No. 1.—DRAWING FROM THE FLAT.

One hour and a half.

Make enlarged copy of the example given—letting the point A, upper end of the stalk, commence at point 3, and the point B fall on line 4.

No. 2.—FROM MODEL.

Two hours and a half.

Draw, and shade as far as time will permit, the plaster model given.

No. 3.—PERSPECTIVE.

Three hours.

Work out the following Problems :—

- No. 1. Nine cubes, of which the faces are given, each touching the “transparent plane” T.P. On the horizontal line H.L. are the perspective centre O. and distance points D.P. Complete the cubes as you would thus see them.
- No. 2. (a) Put into perspective the cross, of which elevation is given, parallel to and touching the plane to the left of the eye. Distance and centre are marked D.P. and O. on horizontal line H.L. The thickness of cross to be equal to the face.
(b) On the same lines represent the cross, placed at right angles to the plane : the end of the arm facing the spectator is given to the right at W. touching the plane T.P. Position of spectator S., distance D.P. &c. as before.
- No. 3. A cube, plan given with one of its angles, touching the picture plane T.P. Centre O. Station S. Level of the eye H.L. Ground plane G.P. Place on top of cube a pyramid, with *base* same size, and *height* equal to the cube.
- No. 4. Show the given circle horizontally, touching the plane T.P. On the horizontal line H.L. are marked the centre O., and distance D.P. Put a second circle of same size *within* the plane, with same centre and distance, the nearest part being marked N. on T.P.

Rule the lines of the various figures firmly, and leave the constructional lines dotted or very lightly ruled.

MUSIC

A. A. DEGREE. 1882.

J. SUMMERS ESQ: EXAMINER.

I. Write down the letter names of the notes forming the scales of *A* minor, *G* minor, *C* minor, and of *A*^b and *B*^b major.

II. Write down six bars of each of the principal kinds of Rhythm, varying the notes in each bar, and denoting the various accents.

III. Write major common chords with their inversions to the following bass notes:—

A musical staff with a bass clef and a key signature of one sharp (F#). It contains four measures of music, each with a single bass note: F# (first inversion), G (second inversion), A (first inversion), and Bb (first inversion).

And minor to these:—

A musical staff with a bass clef and a key signature of one flat (B). It contains four measures of music, each with a single bass note: F (first inversion), Gb (first inversion), Ab (first inversion), and B (first inversion).

IV. Name the following Intervals, and say what they become when inverted:—

A musical staff with a treble clef and a key signature of one sharp (F#). It contains eight measures of music, each with a single interval starting on C: C to D (major second), C to E (major third), C to F (perfect fourth), C to G (perfect fifth), C to Ab (diminished fifth), C to Bb (minor sixth), C to B (major seventh), and C to C# (augmented unison).

V. When the chord of the first inversion of the Triad occurs on the sub-dominant, which is the best note to double in four part writing? Give an example in the key of *F*.

VI. Modulate in four parts (compressed score)

from *C* to *A*,

from *F* to *A*^b,

from *A*^b to *G* by means of the chord of the augmented sixth.

VII. Add tenor, alto, and treble to the following bass:—

A musical staff with a bass clef and a key signature of one sharp (F#). It contains a bass line with figured bass notation: 6, 5, 4. The staff is divided into two systems, each with a treble clef and a key signature of one sharp (F#) above it, but no notes are written in the treble clefs.

VIII. Name the root sounds, figure, and resolve the following chords:—

The exercise consists of four measures on a grand staff. The first measure shows a treble clef with a sharp sign on the F line and a chord of F#4, A4, C5. The bass clef has a chord of Bb3, D3, F3. The second measure has a treble clef with a flat sign on the B line and a chord of Bb4, D4, F4. The bass clef has a chord of Bb3, D3, F3. The third measure has a treble clef with a sharp sign on the F line and a chord of F#4, A4, C5. The bass clef has a chord of Bb3, D3, F3. The fourth measure has a treble clef with a flat sign on the B line and a chord of Bb4, D4, F4. The bass clef has a chord of Bb3, D3, F3.

IX. Add Alto, Tenor, and Bass, to the following air:—

The exercise shows a melody in treble clef on a grand staff. The first staff has a treble clef, a key signature of one flat (Bb), and a common time signature (C). The melody consists of a series of eighth and quarter notes. The second staff has a bass clef and a common time signature (C), but it is empty. The third staff has a treble clef and a key signature of one flat (Bb), and it contains a continuation of the melody. The fourth staff has a bass clef and a common time signature (C), but it is empty.

X. Name twelve of our greatest Composers with their principal works.



TASMANIAN COUNCIL OF EDUCATION.

Hobart, 17th August, 1881.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1882.

THE Council of Education have directed the publication of the following Regulations and Scheme of Examination for the Degree of Associate of Arts for the year 1882.

By Order of the Council,

GEORGE RICHARDSON, *Secretary*.

REGULATIONS.

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

The first day of September in each year is fixed and appointed as the date upon which the ages of Candidates for the Degree of Associate of Arts shall in each year be ascertained and computed.

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

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

Candidates who at any Examination for the Degree of Associate of Arts have passed in any number of subjects less than four shall be entitled to receive a Certificate thereof in the following form:—

CERTIFICATE OF LESS THAN FOUR SUBJECTS.

Whereas by the Regulations of the Tasmanian Council of Education no person is entitled to obtain the Degree of Associate of Arts unless he (or she) has at one and the same Examination passed in four at least of the subjects prescribed for the Examination for the said Degree: and whereas Candidates who at any Examination for the said Degree have passed in any number of subjects less than four are entitled to receive a Certificate thereof: and whereas the Candidate hereinafter named has passed in certain of the said subjects, although not in a sufficient number for obtaining the Degree of Associate of Arts: Now these are to certify that at an Examination for the Degree of Associate of Arts under the Tasmanian Council of Education held in _____ 18 _____
passed in the following _____ subject (that is to say)

Hobart, Tasmania,

day of _____ 18 _____

The examination will comprise the subjects mentioned in the following sections, in four of which, including English, at least, the Candidate must pass:—

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. English. 2. Latin. 3. Greek. 4. French. 5. German. 6. Italian. 7. Pure Mathematics. | <ol style="list-style-type: none"> 8. The Elementary Principles of Hydrostatics and Mechanics. 9. The Elements of Chemistry. 10. Zoology and Botany. 11. Geology. 12. Drawing. 13. Music. |
|--|---|

President.
Secretary.

MINOR SCHOLARSHIPS FOR ASSOCIATES OF ARTS.

A Minor Scholarship of the value of £40 per annum, tenable for two years, will be awarded to each of the two Male Associates being under the age of nineteen years who stand highest on the Class List for the year, and who declare their intention of continuing their studies with a view of competing for the Tasmanian Scholarships.

Payments on account of each Minor Scholarship will be made quarterly upon the Council receiving such proof as it may require that the general conduct of the holder is satisfactory, and that he is diligently pursuing his studies for the Tasmanian Scholarship Examination; and in the event of the holder not procuring such proof, the Council may declare the Minor Scholarship to be vacant.

In case any Minor Scholarship becomes vacant by the declaration of the Council or by the death or resignation of the holder, the Associate whose name stands next highest on the Class List, and who is not the holder of a Minor Scholarship, shall be entitled, upon complying with the terms aforesaid, to such Minor Scholarship during the residue of its currency.

NOTE.—Candidates for the Degree of Associate of Arts are required to send in their applications for admission to the Examination to the Secretary to the Council of Education not later than the 31st July. Printed forms of application may be had on application to the Secretary.

SCHEME of Examination for the Year 1882.

1. **ENGLISH.**—*Language.*—The Candidate will be examined in *Shakespeare's Julius Cæsar*, and will be required to write a short original composition, or a report founded upon some abstract of facts furnished to him. *History.*—The outlines of English History, including the Succession of Sovereigns. *Geography.*—General.

2. **LATIN.**—Grammar. Sallust, *Jugurthine War*; Ovid, *Fasti, Book IV.*; Horace, *Ars Poetica*. Passages for translation from other Latin authors; and passages of English for translation into Latin Prose and Verse.

3. **GREEK.**—Grammar. Xenophon, *Anabasis, Book IV.*; Euripides, *Alcestis*. Homer, *Odyssey, Book I.* Passages for translation from other Greek authors, and a passage of English for translation into Greek prose.

4. **FRENCH.**—Grammar. Passages for translation from French into English, and from English into French prose.

5. **GERMAN.**—Grammar. Passages for translation from German into English, and from English into German prose.

6. **ITALIAN.**—Grammar. Passages for translation from Italian into English, and from English into Italian prose.

7. **PURE MATHEMATICS.**—(a) Arithmetic and Algebra, (b) Euclid, *Books I. II. III. IV. VI. XI., to the end of Proposition 21*, Plane Trigonometry, and the use of Logarithms. Candidates to pass in Mathematics need not present Euclid, Books VI. and XI., Plane Trigonometry, and the use of Logarithms, but must present them as well as the other subjects to obtain a *First Class in Mathematics*.

8. **NATURAL PHILOSOPHY.**—Elements of Statics, Dynamics, and Hydrostatics, treated mathematically.

9. **CHEMISTRY.**—The non-metallic elements and the laws of combination, with the use of symbolic notation.

10. **ZOOLOGY AND BOTANY.**—The description and classification of animals, their habits and geographical distribution; and the mercantile and industrial uses of animal products. Also, the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description.

11. **GEOLOGY.**—Elements of Physical Geography and Geology. Specimens of rocks and fossils will be given for identification.

12. **DRAWING.**—Drawing from the Flat, from Models, and in Perspective. A fair degree of skill in Freehand Drawing will be required in order that a Student may pass.

13. **MUSIC.**—The Elements of Harmony and Musical Composition, with some knowledge of the history and principles of the Art.

SCALE OF MARKS.

	<i>Full Marks obtainable.</i>
1. English { Language	600
{ History	250
{ Geography	250
2. Latin	800
3. Greek	800
4. French	550
5. German	550
6. Italian	550
7. Pure Mathematics { (a) Arithmetic and Algebra	500
{ (b) Euclid and Trigonometry	500
8. Natural Philosophy	250
9. Chemistry	250
10. Zoology and Botany	250
11. Geology	250
12. Drawing	250
13. Music	400
	<i>Marks.</i>
Standard for First Class	2350
Standard for Second Class	1900
Standard for Third Class	1350