

(No. 8.)



1872.

SESSION II.

---

TASMANIA.

LEGISLATIVE COUNCIL.

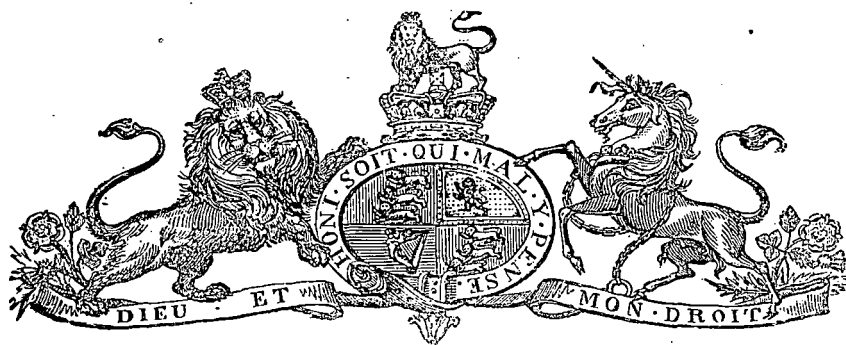
---

DEGREE OF ASSOCIATE OF ARTS:

REPORT OF EXAMINERS OF FEMALE CANDIDATES.

---

Laid upon the Table by Mr. Wilson, and ordered by the Council to be printed,  
October 30, 1872.



## TASMANIAN COUNCIL OF EDUCATION.

---

### DEGREE OF ASSOCIATE OF ARTS.—SEPTEMBER, 1872.

---

#### *Female Candidates.*

**I**N conformity with the Rules and Regulations of the Tasmanian Council of Education, the Council have directed the publication of the names of the Female 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.

SARAH ANNE WILKINSON BOURNE. Awarded the Council's Prize of Books of the value of £5 as Senior Female Associate of the year, also the Council's Prize of Books for History and for Euclid.

ELIZABETH EMMA STILEMAN DAWES. Awarded the Council's Prize of Books for English, for Arithmetic, and for Algebra.

EMMA ELIZABETH MATHER. Awarded the Council's Prize of Books for English Literature and for Drawing.

FRANCES EGERTON TARLETON.

#### SECOND CLASS.

EDITH ANNIE BEST.

SARAH ANNE WEAVER.

The Report of the Examiners, together with the General and Special Class Lists, and the tabulated results of the Examination, are subjoined.

By Order of the Council,

GEO. RICHARDSON, *Secretary.*

*Hobart Town, 24th September, 1872.*

---

## REPORT OF EXAMINERS.

---

THE Preliminary Examination took place on Saturday the 7th instant. All the Candidates succeeded in passing. The President, with the Right Rev. Bishop Bromby, heard all the Candidates read a passage both in prose and poetry. The average was very fair, but scarcely could be called good. One or two read with feeling and expression, and all with accuracy. It may be a question for the Council whether this part of the Examination should not in future carry marks.

On Monday the ordinary Examination commenced; and the following reports have been returned by the several Examiners:—

ENGLISH GRAMMAR. *The Right Rev. Bishop Bromby, Examiner.*—All the Candidates passed, two with a little difficulty, and two, Elizabeth Dawes and Sarah Bourne, with credit. The latter would probably have taken the lead had she not committed the error of writing almost a pamphlet upon the sources of the English Language, and allowing herself a disproportionate space for other portions of her paper. In all her papers she is to be commended for great excellence of style. In all future Examinations I suggest that, while a text-book be recommended in order to point out the best guide, Candidates be made to understand that too close a bondage will not be encouraged. Most of the Candidates showed little knowledge of the roots of words which enter most largely into the vocabulary.

As a whole, the exercises in Analysis of Sentences were very fairly done; and there is good ground for hoping that, at future Examinations, our female Candidates will prove themselves to be very competent scholars in this useful branch of school work.

HISTORY. *The Rev. Canon Davenport, B.A., Examiner.*—Professor Badham's paper for the boys was given to the female Candidates. The latter have all acquitted themselves very fairly. No one failed to reach the standard of one third of the marks required for passing, and two have passed with credit; that is to say, have obtained more than two thirds of the total number of marks. The two foremost, Elizabeth Dawes and Sarah Bourne, are very nearly equal. The questions embraced a wide range of facts, extending over a very eventful period of English History, and the answers were, with few exceptions, intelligent and generally accurate; showing that the Candidates had read the prescribed book carefully, and acquired a sound knowledge of the subject.

GEOGRAPHY. *Mr. Justice Dobson, Examiner.*—Nine Candidates presented themselves for examination in this subject. Eight passed, but none with credit.

ARITHMETIC. *Rev. Canon Hudspeth, M.A., Examiner.*—All the competitors passed. The following five, in order, reached the standard entitling them to *credit*:—Elizabeth Dawes, Sarah Bourne, Frances Tarleton, Emma Mather, Edith Best. The work of Elizabeth Dawes was admirable, every question being correctly answered. Sarah Bourne and Frances Tarleton deserve very high commendation.

A common error was the incompleteness of processes otherwise correct. For instance, in a division sum (Question 3), when an "exact" answer was required, all the Candidates, except Elizabeth Dawes, stopped at pence, omitting farthings and the fractional remainder. Answers were not utterly rejected for this reason, but received their fair value *as far as they went*.

ALGEBRA. *Rev. Canon Hudspeth, M.A., Examiner.*—Two competitors, Elizabeth Dawes and Sarah Bourne. Each passed with credit, and each showed accurate knowledge of the elementary principles of the science.

FRENCH. *Rev. R. D. Poulett Harris, M.A., Examiner.*—The examination in French shows a fair average result. Of the 450 marks attainable none of the Candidates got less than 200, and none quite as much as 300. The translations from Molière were tolerably good. The passage given at the end of the paper, to test the power of the Candidates in translation at sight, was very well done by Sarah Bourne and Edith Best, and fairly by most of the others. The conjugation of verbs was creditable generally, and very good on the part of Elizabeth Dawes, Frances Tarleton, and Sarah Weaver. In one part of the examination the results were unsatisfactory. None of the Candidates succeeded in turning the English sentences at the beginning of the paper into anything like correct French. The translation of short idiomatic French sentences into English was even worse.

ENGLISH LITERATURE. *The Right Rev. Bishop Bromby, Examiner.*—This subject, which really means a given work—in this case Goldsmith's "Deserted Village"—fell also to myself. All the Candidates presented satisfactory papers; and although only one, Emma Mather, attained the standard of credit, the rest, with scarcely an exception, reached half marks.

Parsing was almost always imperfect. Candidates were content to state the part of speech without showing its connection with the sentence in which it occurs. I was glad to find that in many cases discriminating thought was exercised upon the questions, and there was less rote work than might be expected. This looks hopeful for the future, and speaks well of some of our Teachers.

The "paraphrasing" was perhaps the weakest portion of the papers which fell to me to examine. By paraphrasing is simply meant, mastering the sentiment of the author in the passage set and reproducing it in a prose shape, if it be a passage of poetry. It is not intended that the Candidate should try to improve upon the original by dictating to the author new ideas. The passage set was that from the *Deserted Village*, which complains of the man of wealth and pride taking up a space for his lake "that many poor supplied." One Candidate, who has a very free style, recast the sentiment in a too strongly Colonial mould. "The space," she tells us, "would, if usefully laid out, supply the wants of many poor who would otherwise become pensioners of the Government." And as for the lake, why should the man of wealth and pride have one on his own ground "in order that he may fish without a licence?"

I recommend Teachers of girls to give for exercises leading Saxon and Latin roots, from which the pupil should present lists of English words in which such roots, with their affixes and prefixes, can be traced. A pleasant competitive game might be introduced by way of capping. When I proposed in my paper "galan," the old Saxon verb "to sing," I did expect such derivatives as "gala" and "nighthingale," but I did not expect "gallant."

**THEORY OF MUSIC.** *Rev. C. H. Cope, M.A., Examiner.*—Of the Candidates who presented themselves for examination in the Theory of Music I was unable to pass more than two. These obtained 122 and 110 marks respectively, out of a possible total of 300; 100 being fixed as the minimum for a pass. I confess I was somewhat disappointed with the attainments of all the Candidates, who exhibited a very imperfect acquaintance with some of the most elementary matters, (e.g. names of intervals, musical signs, signatures of keys), and did not compensate for this by knowledge of the higher branches of the subject they took up.

**DRAWING.** *Henry Hunter, Esq., Examiner.*—Only one Candidate came forward in this subject (Emma Mather). The result of the work evinces a very fair amount of knowledge in Perspective, both the theory and practice; the latter being well brought out in the sketches of cubes placed in various positions. The Drawing from the Flat is certainly one of the best I have met with at these Examinations. I feel no hesitation in awarding the number of marks necessary to pass the Candidate with credit,—namely, 200.

**EUCLID.** *Right Rev. Bishop Murphy, Examiner.*—The Candidate who presented herself for examination in Euclid acquitted herself most creditably, having displayed a thorough knowledge of her subject, to attain to which not only ability, which she clearly possesses, but a large amount of application was necessary. All the questions put her in the definitions and propositions were correctly answered, and the style in which her work was done was excellent. I have much pleasure in giving her the maximum number of marks decided on by the Council.

**LATIN.** *The Rev. Canon Davenport, B.A., Examiner.*—The books prepared by the male and female Candidates respectively were different, and easier questions were set than those which were given to the boys. Many of the questions, however, had no special reference to the book of Cæsar's Commentaries which had been prepared, and were intended to be tests of proficiency in the language. The only Candidate who undertook this subject, Sarah Bourne, showed that she had studied carefully the book prescribed, and her translations from it were generally right and well expressed. The questions given as tests of grammatical knowledge were answered unequally, some very well, others badly, and, on the whole, not satisfactorily. The translation of a short piece from an author not prescribed was done pretty well, but was far from perfect; and the attempt to render a few short and easy sentences from English into Latin was entirely unsuccessful. The number of marks obtained exceeded by a little half the maximum, one-third only being required for passing.

From the above Reports it would appear that, on the whole, the results of the first examination of Female Candidates for the Degree of Associate of Arts are decidedly encouraging, and afford much cause for congratulation, as well as for hope with respect to the future.

For the Examiners,

C. H. TASMANIA, *Chairman.*

Hobart Town, September 21, 1872.

# TASMANIAN COUNCIL OF EDUCATION.

## EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.

### FEMALE CANDIDATES.

#### GENERAL CLASS LIST.

##### FIRST CLASS.

NAME.	NO. OF MARKS.	PRIZES.
Bourne, Sarah A. W. ....	1807	Prize of Books as Senior Female Associate. Prize for History. Prize for Euclid. Prize for English. Prize for Arithmetic. Prize for Algebra. Prize for English Literature. Prize for Drawing.
Dawes, Elizabeth E. S.....	1521	
Mather, Emma E. ....	1310	
Tarleton, Frances E. ....	1101	

##### SECOND CLASS.

Best, Edith A. ....	943	—
Weaver, Sarah Anne.....	814	—

For the Examiners,

C. H. TASMANIA, *Chairman.*

Hobart Town, 14th September, 1872.

#### SPECIAL CLASS LIST.

<i>English.</i>	<i>History.</i>	<i>Geography.</i>	<i>Arithmetic.</i>	<i>French.</i>	<i>English Literature.</i>	<i>Music.</i>	<i>Drawing.</i>	<i>Algebra.</i>	<i>Euclid.</i>	<i>Latin.</i>
FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.
Dawes. Bourne. — — —	Bourne. Dawes. — — —	None. — — — —	Dawes. Bourne. Tarleton. Mather. Best. —	None. — — — —	Mather. — — — —	None. — — — —	Mather. — — — —	Dawes. Bourne. — — —	Bourne. — — — —	None. — — — —
SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.
Mather. Tarleton.. Best. Weaver. — —	Mather. Tarleton. Best. Weaver. — —	Bourne. Dawes. Best. Mather. Weaver. Tarleton.	Weaver. — — — — —	Dawes. Mather. Weaver. Tarleton. Best. Bourne.	Dawes. Best. Weaver. Bourne. Tarleton. —	Tarleton. — — — — —	— — — — — —	— — — — — —	— — — — — —	Bourne. — — — — — —

For the Examiners,

C. H. TASMANIA, *Chairman.*

Hobart Town, 14th September, 1872.

# TASMANIAN COUNCIL OF EDUCATION.

*EXAMINATION for the Degree of ASSOCIATE OF ARTS.—September, 1872.*

## FEMALE CANDIDATES.

### TABLE OF MARKS.

NO.	NAME.	AGE.	TEACHER.	DIV. I.					DIV. II.						TOTAL.	CLASS.
				<i>English.</i>	<i>History.</i>	<i>Geography.</i>	<i>Arithmetic.</i>	<i>French.</i>	<i>English Literature.</i>	<i>Music.</i>	<i>Drawing.</i>	<i>Algebra.</i>	<i>Euclid.</i>	<i>Latin.</i>		
			[Maximum No. of Marks....]	250.	250.	250.	300.	450.	300.	300.	300.	300.	300.	300.		
1	Bourne, Sarah Anne W.....	years. months. 29 0	Private study .....	166 <i>c</i>	178 <i>c</i>	147	287 <i>c</i>	205	137	..	..	235 <i>c</i>	300 <i>c</i>	152	1807	First.
2	Dawes, Elizabeth E. S. ....	19 8	Mr. Reynolds .....	168 <i>c</i>	176 <i>c</i>	127	300 <i>c</i>	283	187	..	..	280 <i>c</i>	..	..	1521	First.
3	Mather, Emma Elizabeth .....	19 4	Mrs. Searl .....	153	161	100	234 <i>c</i>	251	211 <i>c</i>	..	200 <i>c</i>	..	..	..	1310	First.
4	Tarleton, Frances Egerton .....	19 1	Mrs. Reynolds.....	135	131	86	277 <i>c</i>	231	119	122	..	..	..	..	1101	First.
5	Best, Edith Annie .....	17 9	Mrs. Reynolds.....	118	120	121	210 <i>c</i>	217	157	..	..	..	..	..	943	Second.
6	Weaver, Sarah Ann .....	14 9	Miss Blyth .....	94	99	94	137	234	156	<i>n.p.</i>	..	..	..	..	814	Second.

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

For the Examiners,

C. H. TASMANIA, *Chairman.*

*Hobart Town, 14th September, 1872.*

# TASMANIAN COUNCIL OF EDUCATION.

---

EXAMINATION FOR A.A. DEGREE.—SEPTEMBER, 1872.

---

## FEMALE CANDIDATES.

### Preliminary Examination.

SATURDAY, 7TH SEPTEMBER, 1872.

#### ENGLISH GRAMMAR.

Three hours and a half.

Professor BADHAM, D.D., *Examiner.*

1. Analyse the following sentences, and parse from "when" to "impudence :"—

From what has been said, it is plain that modesty and assurance are both amiable, and may very well meet in the same person. When they are thus mixed and blended together, they compose what we endeavour to express when we say a modest assurance; by which we understand the just mean between bashfulness and impudence.

2. Criticise the following—

We were shown the skull of a man, whom our guide told us must have lived upwards of twenty thousand years ago. His opinion, however, was not very reliable, as he had no available means for ascertaining the fact.

I was prevented coming to your party by the physician of our mutual friend, who recommended me to stop at home.

#### *Dictation.*

Many persons are impelled by the love of the marvellous to visit foreign countries, and on their return they delight to astonish their neighbours with the recital of their adventures, and to pourtray scenes with which their hearers are unacquainted; hence it is that travellers are often guilty of deliberate deceit: but sometimes they mislead us unconsciously, because they have not acquired the habit of keeping separate, in their own minds, their preconceived notions and their real experiences. In men of fervid imagination, this result can only be achieved by continual effort; for it is only by daily practice that they can hope so to discipline their minds that, in relating what has occurred to them, they shall adhere to literal facts, without any colouring from the emotions which they have occasioned.

#### ARITHMETIC.

1. Multiply forty millions thirty-one thousand and twenty-four by four hundred and one.
2. The cost of 1 lb. of a certain article is 4s. 7d., find the cost of 3 cwt. of the same article.
3. Prove the truth of your result in the preceding example.
4. A man travels at the rate of 44 feet in 5 seconds, how many miles does he travel in one hour?
5. How many tons of water to the acre correspond to a rainfall of one inch, the weight of a cubic foot of water being 1000 ozs. avoirdupois?
6. Four bills of the following amounts—£27 10s. 3½d., £13 4s. 7½d., £43 0s. 6d., and £5, are paid out of £100; what money is left?

#### GEOGRAPHY AND HISTORY.

Three hours.

Professor BADHAM, D.D., *Examiner.*

1. In what countries are the following places situated:—Astrakhan, Bagdad, Brest, Colchester, Delhi, Genoa, Goa, Lima, Leghorn, Pittsburgh, Quito, Wexford.
  2. What countries do the following chains of mountains divide:—The Carpathian, the Oural, the Jura. Describe the course of the Elbe, the Orinoco, the Burrampooter, and the Rhone. Mention the principal capes in England, Italy, and Greece.
  3. Mention three important events in each of the following reigns:—Henry III., Henry VII., Anne.
  4. What kings of England were (a) succeeded by their brothers? (b) succeeded immediately by their grandsons?
  5. Trace the descent of Edward IV. from Edward III., and of George I. from James I.
-

## English Grammar.

Three hours.

THE LORD BISHOP OF TASMANIA, *Examiner*.

1. Examine the various sources from which the vocabulary of the English Language has been derived.
2. State which of the letters of the Alphabet are related to each other, and what letters might have been dispensed with.
3. Is there any peculiarity in the formation of the plural in the case of nouns ending in *y* and *f*? Give examples of any words which have two plurals.
4. Why have verbs generally more inflexions than other parts of speech? Enumerate the various inflexions of the verb *write*. To which class of verbs would you refer it? Write down its future perfect.
5. What kind of nouns is of Saxon origin? Classify them, with examples of each class.
6. Explain the formation of the words *cunningly*, *nibble*, *expeditious*, *auctioneer*, *betimes*, *unburnt*.
7. Define a *preposition*, and give a list of those prepositions that are underived. Distinguish between notional and relational words; and show which class of words would, in the growth of any language, first be formed.
8. "The sun sets." Extend the predicate in as many ways as occur to you. Enlarge also the subject by adding both *direct* and *indirect* phrases.
9. "The host himself no longer shall be found  
Careful to see the mantling bliss go round."  
Give a general and a detailed analysis of the above passage.
10. Define, with examples, a nominative *absolute*, a nominative of *address*, and noun in *apposition*.
11. What parts of speech are *than* and *but*? Account for the objective case in the following phrases:—"Further than *him*;" "she is like *me*;" "none but *her*."
12. Distinguish between rhythm and rhyme, and furnish examples of iambic, trochaic, and dactylic verse from Shakspeare, Milton, Cowper, or Tennyson's songs.

## History.

Two hours and a half.

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

1. Give an account of Lady Arabella Stuart, and of the movements made on her behalf.
2. What events led to the plantation of Ulster, and how was it effected?
3. Trace briefly the career of George Villiers.
4. Give some account of ship money.
5. What were the principal parties which stood on the Parliamentary side at the outburst of the Civil War? Mention the most distinguished men in each.
6. Describe fully the Battle of Dunbar and its consequences.
7. What was the policy of the French Court with regard to England during the reign of Charles the Second?
8. Give a brief account of the Test and Corporation Acts, the Exclusion Bill, and the Rye House Plot.

## Geography.

Two hours and a half.

MR. JUSTICE DOBSON, *Examiner*.

1. Describe the nature and origin of the trade winds and the monsoons.
2. Give the lands, seas, and places of importance which are traversed by the tropic of Cancer, and by the equatorial line.
3. What countries lie between the Caucasus and the valley of the Indus? State what you have read of the inhabitants of any of those countries.
4. Where are the following places, and to what government does each of them belong—Aden, Amoy, Belgrade, Balkh, Buda, Cairo, Ceuta Coquimbo, Honolulu, Hedjaz, Lerwick, Natchez, Penang, Quebec, Tampico?



5. In what places are the following substances chiefly produced—coal, petroleum, quicksilver, sugar, sulphur, timber?  
What are the chief seats in England, France, and Germany of the following manufactures—cotton goods, woollen cloths, hardware?
6. Mention the chief towns in Belgium; describe their situation, and state for what they are remarkable either commercially or historically.
7. What are the chief seats of the linen manufacture in the United Kingdom and other parts of Europe?
8. Name the provinces forming the presidency of Bengal.
9. What are the most important vegetable products of Hindostan?
10. Name the principal towns and the exports of Ceylon.

### Arithmetic.

Three hours.

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

1. Give the meaning of the following terms used in Arithmetic: unit, digit, cipher, sum, quotient, product, difference. Write in figures the expression, nineteen millions three thousand and six; and in words, 3400060047.
2. A watch gains 5 minutes and 15 seconds in a day: how much will it gain in three weeks?
3. Twenty-seven persons have an equal share in an annuity of £8970: state the exact income of each.
4. If ten per cent. were deducted for cash payments, what would be the saving on credit accounts amounting to £566?
5. Explain the use and meaning of the terms Numerator and Denominator. Add together the half, the third, and the fifth parts of 7. Reduce to simple form  $\frac{6\frac{1}{2}}{9\frac{3}{8}}$ .
6. Find by Practice the wages due for 11 months 3 weeks 5 days at £2 12s. 6d. per month.
7. Three pipes empty a vessel separately in 5, 6, and 10 hours: how long will they take to empty it if all are left running at once?
8. Reduce 6 hours 36 seconds to the decimal of a day.
9. How many yards of carpet (width 2 feet 3 inches) are required for a room 35 by 30 feet? State the cost at 4s. 9d. per yard.
10. What is the interest on £5672 at  $7\frac{1}{2}$  per cent. for 8 months?
11. Extract the square root of 119025.
12. If a family of 10 people spend £150 in 5 months, how much will serve a family of 25 people 16 months, at the same rate of living?

### French.

Three hours and a half.

Rev. R. D. POULETT-HARRIS, M.A., *Examiner*.

Translate into French—

1. I did not doubt but that he would come.
2. We said we would not give it him unless he promised to return it to us.
3. He commits more blunders than he writes words.
4. He wore a large hat so that no man might recognise him.
5. The girls have hidden themselves behind that tree.
6. The two girls have shewn each other the letters which they have received.
7. What is his idea? Has he spoken to you of it?
8. Great as his merits may have been, it was not he who ought to have spoken of them.
9. Whatever the opinions of critics may be, his poem will not please the multitude.
10. That star has never appeared more beautiful than it appears at this moment.

## Translate into English—

- (a) Il en veut à son frère.
- (b) C'est à mon insu qu'il l'a fait.
- (c) A quoi bon battre les champs pour une bagatelle ?
- (d) Il achève ce travail à son corps défendant.
- (e) Dussè-je le payer de ma personne je ne démordrai pas de cette opinion.
- (f) Enfin de guerre lasse il s'est rendu.
- (g) A la pesanteur près les deux substances se ressemblent beaucoup.
- (h) Ils se jetèrent sur la proie à qui mieux mieux.
- (i) Il a péroré avec beaucoup d'emphase.
- (j) Pour peu que vous le guettiez vous verrez que c'est un pauvre sire.

Write down the first person of all the tenses and moods, and the participles of acquérir, atteindre, émouvoir, écrire, tordre, maudire, racheter, and jeter.

## Translate into English—

1. Et que sera donc la philosophie ? Je vous trouve tous trois bien impertinents de parler devant moi avec cette arrogance, et de donner impudemment le nom de science à des choses que l'on ne doit pas même honorer du nom d'art, et qui ne peuvent être comprises que sous le nom de métier misérable de gladiateur, de chanteur et de baladin !

2. Belle demande ! Je défie un peintre, avec son pinceau, de vous faire rien de plus juste. J'ai chez moi un garçon qui, pour monter une rhingrave, est le plus grand génie du monde ; et on autre qui, pour assembler un pourpoint, est le héros de notre temps.

3. Tout ce monde-là est un monde qui a raison, et qui est plus sage que vous. Pour moi, je suis scandalisée de la vie que vous menez. Je ne sais plus ce que c'est que notre maison. On dirait qu'il est céans carême-prenant tous les jours ; et dès le matin, de peur d'y manquer, on y entend des vacarmes de violons et de chanteurs dont tout le voisinage se trouve incommodé.

4. Madame parle bien. Je ne saurais plus voir mon ménage propre avec cet attirail de gens que vous faites venir chez vous. Ils ont des pieds qui vont chercher de la boue dans tous les quartiers de la ville pour l'apporter ici ; et la pauvre Françoise est presque sur les dents, à frotter les planchers que vos biaux maîtres viennent crotter régulièrement tous les jours.

5. Ce monsieur le comte qui va chez elle lui donne peut-être dans la vue, et son esprit, je le vois bien, se laisse éblouir à la qualité. Mais il me faut, pour mon honneur, prévenir l'éclat de son inconstance. Je veux faire autant de pas qu'elle au changement où je la vois courir, et ne lui laisser pas toute la gloire de me quitter.

6. L'histoire de Rome, pendant un siècle, fut remplie de pareils malentendus entre ces deux peuples qui ne semblaient pas parler la même langue. Le patriciat persistait à retenir la plèbe en dehors du corps politique ; la plèbe se donnait des institutions propres. La dualité de la population romaine devenait de jour en jour plus manifeste. Il y avait pourtant quelque chose qui formait un lien entre ces deux peuples, c'était la guerre. Le patriciat n'avait eu garde de se priver de soldats. Il avait laissé aux plébéiens le titre de citoyens, ne fût-ce que pour les incorporer dans les légions. On avait d'ailleurs veillé à ce que l'inviolabilité des tribuns ne s'étendît pas hors de Rome, et pour cela on avait décidé qu'un tribun ne sortirait jamais de la ville. A l'armée, la plèbe était donc sujette, et il n'y avait plus double pouvoir ; en présence de l'ennemi, Rome redevenait une.

## Latin.

Three hours and a half.

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

1. Write the gen. plur. of vis, ego, vir, frater, virtus, mare, audax, dies.
2. Give the degrees of comparison of parvus, prope, benevolus, facilis.
3. Write the 2nd pers. plur. imperf. subj. pass. of ago and fero, the 3rd pers. sing. fut. indic. of prosum and obliviscor, and the 1st pers. plur. plup. subj. of nolo and sto.
4. Construct short sentences exemplifying each of the three concords, the use of an ablative case with a verb, the use of two datives with the verb sum, and the use of the active supine, respectively.
5. Give the modern names of the following rivers, &c.; viz.—Matrona, Arar, Rhénus, Vesontio, Bibracte, Lemannus, Liger, Augusta Trevirorum, Tolosa, Santones.
6. Express the year B.C. which corresponds to the date 696 A.U.C.
7. Write in full a.d.v. Kal. Ap., and explain what day and month are meant.
8. Translate into English—

Ubi se diutius duci intellexit et diem instare, quo die frumentum militibus metiri oporteret, convocatis eorum principibus, quorum magnam copiam in castris habebat, in his Divitiaco et Lisco, qui summo magistratui præerat—quem Vergobretum appellant Ædui, qui creatur annuus, et vitæ necisque in suos habet potestatem—graviter eos accusat, quod, quum neque emi neque ex agris sumi posset, tam necessario tempore, tam propinquis hostibus, ab iis non sublevetur, præsertim quum magna ex parte eorum precibus adductus bellum susceperit; multo etiam gravius, quod sit destitutus, queritur.

His rebus cognitis, Cæsar Gallorum animos verbis confirmavit, pollicitusque est sibi eam rem curæ futuram; magnam se habere spem, et beneficio suo et auctoritate adductum Ariovistum finem injuriis facturum. Hac oratione habita, concilium dimisit.

Dum hæc in colloquio geruntur, Cæsari nunciatum est equites Ariovisti propius tumultum accedere et ad nostros adequitare, lapides telaque in nostros conjicere. Cæsar loquendi finem facit, seque ad suos recepit, suisque imperavit, ne quod omnino telum in hostes rejicerent. Nam etsi sine ullo periculo legionis delectæ cum equitatu prælium fore videbat, tamen committendum non putabat, ut, pulsus hostibus, dici posset eos ab se per fidem in colloquio circumventos.

9. Translate into English—

At Epaminondas, cum animadverteret, mortiferum se vulnus accepisse, simulque, si ferrum, quod ex hastili in corpore remanserat, extraxisset, animam statim emissurum, usque eo retinuit, quoad renuntiatum est, vicisse Bœotios. Id postquam audivit, *Satis*, inquit, *vixi: invictus enim morior*. Tum, ferro extracto, confestim exanimatus est.

10. Translate into Latin—

- (a) They report that Alexander said, "If I were not Alexander, I would willingly be Diogenes."
  - (b) The mother promised that she would do what she had done before.
  - (c) The consciousness of having spent life well is very delightful.
  - (d) The Swiss send envoys to Cæsar, to tell him that they have a mind to march through Provence.
-

## English Literature. Goldsmith's "Deserted Village."

Three hours.

THE LORD BISHOP OF TASMANIA, *Examiner.*

1. Give a brief account of the life and writings of Goldsmith.
2. Write an abstract of the "Deserted Village," indicating its general plan. Quote any passage which appears to you conspicuous for poetical beauty.
3. Instance passages which are examples of (1) Personification, (2) Simile, (3) Apposition, (4) Nominative Absoluté.
4.
 

The *broken* soldier, *kindly* bade to stay,  
 Sat by the fire, and talk'd the *night* away;  
 Wept o'er his wounds, or *tales* of sorrow done,  
 Shoulder'd his crutch, and *show'd* how fields were won.  
*Careless* their merits or their faults to scan,  
 His pity gave ere charity began.  
 Thus to relieve the wretched was his pride,  
 And *e'en* his failings lean'd to Virtue's side.

  - (a) Analyse the above passage grammatically.
  - (b) Parse the word "to." Are there cases when it is more properly a preposition than a sign of the infinitive mood? When is the sign of the infinitive omitted?
5.
 

——— This wealth is *but* a name,  
*That* leaves our useful products *still* the same.  
 Not so the *loss*. The man of wealth and pride  
 Takes up a space that many poor supplies;  
 Space for his lake, his park's extended bounds,  
 Space for his horses, equipage, and hounds.

  - (a) Parse the words in *Italic*.
  - (b) How many parts of speech are attributed to *that*? Give examples.
  - (c) Give the etymology and the etymological meaning of wealth, product, extended, horse, bounds, equipage.
  - (d) Paraphrase the above passage.
6. Instance words derived from the Saxon roots "faran" and "galan," and the Latin roots "mitto" and "credo."

## Euclid. Books I. II. III.

Three hours.

The Right Rev. BISHOP MURPHY, *Examiner.*

1. Define an equilateral triangle, an isosceles triangle, a parallelogram, a rectangle, a diameter of a circle, a segment of a circle, concentric circles.
2. To draw a straight line perpendicular to a given straight line of unlimited length from a given point without it.
3. The straight lines which join the extremities of two equal and parallel straight lines towards the same parts are also themselves equal and parallel.
4. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts is equal to the square on that part, together with the rectangle contained by the two parts.
5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.
6. If one circle touch another internally, they shall not have the same centre.
7. If a straight line touch a circle, and from the point of contact a straight line be drawn at right angles to the touching line, the centre of the circle shall be in that line.

**Algebra.**

Three hours.

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

1. Define *positive* and *negative* quantities ; also, the use of the words co-efficient, index, power, term, factor. Give the meaning of the form  $\frac{x}{y}$ , and its value when  $x = 4$  and  $y = 6$ .
2. Find the sum of  $ab - 5ac + 7ad, -15ab + 9ac + 9ad, 14ab - 4ac - 15ad$ .  
From  $4(a + b)^2$  take  $4(a - b)^2$ .
3. What effect has the *minus sign* preceding a bracket ? State the reason. Reduce to its simplest form  $x^2 - (y^2 - z^2) - \{y^2 - (z^2 - x^2)\} + \{z^2 - (y^2 - x^2)\}$ .
4. Multiply  $a + mx - nx$  by  $a - mx + nx$ .  
Raise the quantity  $(a - 2)$  to its *third* power.
5. Divide  $\frac{1}{2}a^3 + b^3$  by  $\frac{1}{3}a + b$ . Give the quotient of  $\frac{a^4 - b^4}{a + b}$ .
6. Find the G.C.M. of  $a^2 + 2ab - 3b^2$ , and  $a^2 - 3ab + 2b^2$ .
7. Solve the Equations—
  - (1)  $14x - 27 = 3x + 6$ .
  - (2)  $8(x + 4) + 1 = 12(x + 3) - 4$ .
  - (3)  $\frac{9}{2x} - 4 = \frac{2}{3}$ .
  - (4)  $\frac{7x + 5}{3} - \frac{16 + 4x}{5} + 6 = \frac{3x + 9}{2}$ .
  - (5)  $\begin{cases} 7x - 4y = 22 \\ 7y - 5x = 5 \end{cases}$ .
8. The sum of the ages of two sisters is 38, and one of them is 6 years older than the other : find their ages.

**Drawing.—No. 1.**

Two hours and a half.

HENRY HUNTER, Esq., *Examiner.*

1. Explain the following terms :—
 

1. Picture or transparent plane.	5. Horizontal line.
2. Perspective centre.	6. Vanishing point.
3. Station point.	7. Points of distance.
4. Axis of vision or line of direction.	
2. What rule is there to guide us in the choice of "station point" in a picture ?
3. What difference is there between the representation of lines that are parallel to the picture plane, and those at right angles to it ?
4. In representing lines at right angles to the plane, how do we know whether to make them ascend or descend, as they recede ?
5. Where would these receding lines terminate if continued indefinitely ?
6. A square tower 100 feet high has a uniform width : should the top be drawn as wide as the base ?
7. Draw the various arrangements of cubes as placed before you.

**No. 2.**

Two hours.

Make a copy, in outline only, of the subject given, as nearly as possible the size of the original, but without using any means of measurement.

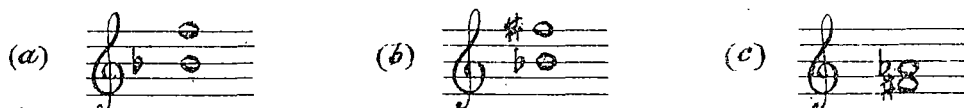
## Theory of Music.

Three hours.

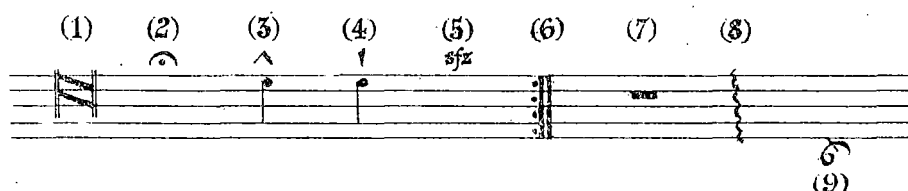
Rev. C. H. COPE, M.A., Examiner.

*N.B.*—Candidates are recommended to answer the questions in the order in which they are set. The answers to those questions which involve the use of music paper must be clearly distinguished by placing the numbers of the respective questions on the margin of the music paper at the side of the lines which contain the answers. No two answers to separate questions are to be written on the same stave, or they will not be attended to.

- Write down the signatures of the keys of G minor, C $\sharp$  major, and the relative minor of A $\flat$  respectively, on a five-bar stave, together with the following notes of each scale:—The supertonic, the subdominant, and the leading note.
- Name fully the following intervals, and write down and name their inversions:—



- Define the following musical terms:—Triad, progression, coda, diatonic, mode, counterpoint; and give the meaning of each of the following signs:—



- In the key of C minor, write down the inversions of the common chord; and in the key of B those of the chord of the dominant seventh.
- Resolve the following, according to rule:



- Describe every harmony in the following example,—

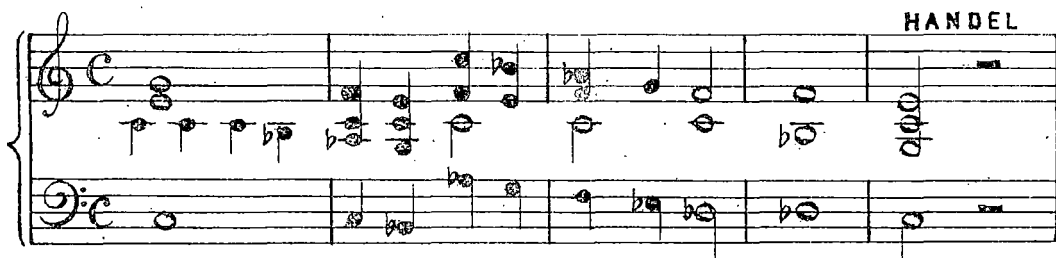
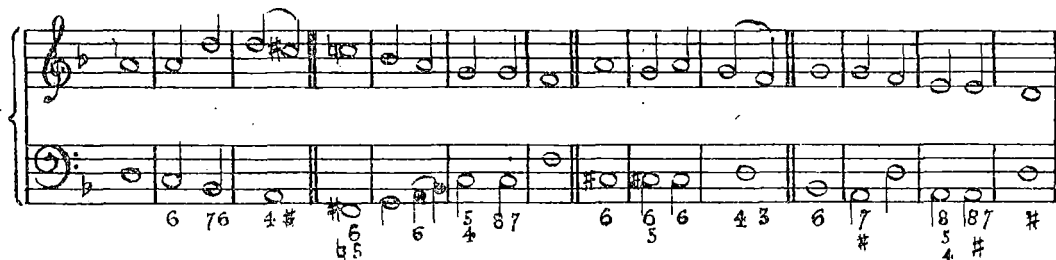


figure the basses, and give the roots of each chord.

[The roots to be written, as notes, on a second bass-stave below.]

- Supply the wanting inner parts to the following chant:—



- Distinguish between modulation and transition, and state what is meant by enharmonic modulation. Give an example of the latter.
- What is a fugue? About what period did fugue music arise? Name some of the chief composers in that style.
- What styles of music, what dates, and what countries would you ascribe to the following names:—Beethoven, Corelli, Gibbons, Gluck, Haydn, Palestrina, Purcell, Rossini, Scarlatti, Spohr?

## TASMANIAN COUNCIL OF EDUCATION.

---

*Hobart Town, 25th March, 1872.*

### FEMALE EDUCATION.

**T**HE Council of Education have directed the publication of the following Regulations for the Examination of Female Candidates, which have received the approval of the Governor in Council, in accordance with the provisions of *The Tasmanian Council of Education and Scholarship Act*.

By Order of the Council,

GEO. RICHARDSON, *Secretary*.

---

### REGULATIONS.

- 1st. An Examination shall be held annually, similar in its general character to the one appointed for the Degree of Associate of Arts.
- 2nd. The successful Candidates shall be placed in three Classes, each Class being arranged alphabetically.
- 3rd. They shall also be arranged in two Divisions in each subject. Those who pass with credit, in the first Division; those who simply pass, in the second.
- 4th. The subjects of Examination shall be divided into two Divisions.

(1.)

1. English.
2. History.
3. Geography.
4. Arithmetic.
5. French.

(2.)

1. English Literature.
2. Music.
3. Drawing.
4. Algebra.
5. Euclid.
6. Latin.
7. Greek.
8. German.
9. Italian.

- 5th. Candidates must pass in each of the subjects in List 1, and one of those in List 2.
  - 6th. Candidates shall be held to pass with *credit* who attain a Standard of Marks to be from time to time fixed upon by the Council.
- 

## TASMANIAN COUNCIL OF EDUCATION.

---

*Hobart Town, 25th March, 1872.*

### FEMALE EDUCATION.

**T**HE Council of Education have directed the publication of the following Scheme of Examination of Female Candidates.

By Order of the Council,

GEO. RICHARDSON, *Secretary*.

---

### SCHEME OF EXAMINATION.

#### PRELIMINARY EXAMINATION.

Previously to the Examination every Candidate will be required to satisfy the Examiners in—

1. Reading aloud a passage from some English prose author.
2. Writing from dictation.
3. The Analysis and Parsing of a passage from some standard English author.

4. The first four Rules of Arithmetic, Simple and Compound.
5. Geography. Under this head a competent knowledge will be required of the chief ranges of mountains, the principal rivers, the principal towns, and the coast-line of one or more of the countries in the following list:—England, Scotland, Ireland, Europe, Asia, Africa, North America, South America, Australasia.
6. The outlines of English History since the Conquest; that is to say, the succession of Sovereigns, the chief events, and some account of the leading men in each reign.

## GENERAL EXAMINATION.

*Division I.*

I. ENGLISH GRAMMAR, INCLUDING ANALYSIS OF SENTENCES.—*Morell's Grammar and Analysis recommended.*

II. HISTORY.—*Smith's Students Hume, Book V.*

III. GEOGRAPHY.—*Cornwell's School Geography recommended.*

IV. ARITHMETIC.—*Colenso.*

V. FRENCH.—Guizot's *Edouard III. et les Bourgeois de Calais* (Bibliothèque des Chemins de Fer); Molière, *Le Bourgeois Gentilhomme*. Questions on the Language, and the historical and geographical allusions; a passage from some other French author for translation into English, and from some English author into French.

*Division II.*

I. ENGLISH LITERATURE.—*Goldsmith's Deserted Village*, with questions on the Etymology and Grammatical Construction of the Language; also questions on the text, and passages for analysis and paraphrase. (*Poetical Reading Book with Aids for Grammatical Analysis, &c., by Morell & Ilne recommended.*)

II. MUSIC.—A knowledge of the elements of Harmony and Musical Composition will be required; questions will also be set upon the history and principles of the art.

III. 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 in this section. (*J. R. Dicksee's Linear Perspective for use of Schools, and R. S. Burn's Illustrated Drawing Book recommended.*)

IV. ALGEBRA.—Colenso, Part I., to Simple Simultaneous Equations inclusive.

V. EUCLID.—*Books I., II., and III.*

VI. LATIN.—Cæsar, *Book I.*

VII. GREEK.—Xenophon, *Anabasis, Book II.*

VIII. GERMAN.—Schiller, *Maria Stuart*. Questions on the Language, and the historical and geographical allusions; a passage from some other German author for translation into English, and from an English author into German.

IX. ITALIAN.—Silvio Pellico, *Le Mie Prigioni*, with questions on the Language, and the grammatical construction; a passage from some other Italian author for translation into English, and from an English author into Italian.

## SCALE OF MARKS.

<i>Division I.</i>		<i>Division II.</i>	
1. English .....	250	1. English Literature .....	300
2. History .....	250	2. Music .....	300
3. Geography .....	250	3. Drawing .....	300
4. Arithmetic .....	300	4. Algebra .....	300
5. French .....	450	5. Euclid .....	300
		6. Latin .....	300
		7. Greek .....	300
		8. German .....	300
		9. Italian .....	300

Minimum Standard for First Class, 1000.

Ditto ditto Second Class, 800.

Ditto ditto Third Class, 600.