(No. 91.)



1886.

PARLIAMENT OF TASMANIA.

ASSOCIATE OF ARTS DEGREE:

EXAMINERS' REPORT, 1886.

Presented to both Houses of Parliament by His Excellency's Command.



TASMANIAN COUNCIL OF EDUCATION.

DEGREE OF ASSOCIATE OF ARTS, JUNE, 1886.

IN conformity with the Rules and Regulations of the Tasmanian Council of Education, the Council has directed the publication of the names of the under-mentioned 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.

ERNEST WILLIAM JOHN IRELAND. CAROLINE KATHAPINE TYNTZ-BROWNE. ROBERT LESLIE DUNBABIN. RAYMOND MAXWELL.

SECOND CLASS.

WALTER ROSS REYNOLDS.

THIRD CLASS

MARY TERESA ROPER. FLORENCE AUGUSTA COOMES. LAVINIA JANE THORPE. CHARLES NASH CROSEY WAICH. WILLIAM DUERELLE WESTON.

By Order of the Council,

GEO. RICHARDSON, Secretary.

Hobart, 15th June, 1886.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1886

EXAMINERS' REPORT.

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

WE have the honour of presenting to you our Report upon the Examination for the Degree of Associate of Arts, which began on Friday, the 4th June, and was concluded on Saturday, the 12th June.

Twelve Candidates presented themselves, four of whom were girls.

The Reports of the Examiners in the several subjects are,-

I. ENGLISH, HISTORY, AND GEOGRAPHY.—Presented by all the Candidates. Ten passed; one, Ireland, with credit; two failed. Full marks, 1100. Highest obtained, 771. Average, 567. The reports of the Examiners on the three subjects grouped under this head are as follow :—

English.—The grammar, parsing, and analysis were, on the whole, well done; the analyses sent in by Caroline Tynte-Browne deserving especial commendation. But the original composition was not satisfactory, though the two questions set should have been easy, one being a reproduction in the Candidates' own language of a fable told in the prescribed play, and the other an analysis of the play itself. The answers to the questions set upon this play, the Coriolanus of Shakespeare, shewed that it had been thoroughly prepared by all (save the two who ultimately failed); but, as has been too often the case, the question on derivations was very imperfectly, and, in some instances, absurdly answered.

History and Geography.—As there is no text-book prescribed for either of these subjects, the questions set were made very wide, that all Candidates might be able to shew their knowledge. The result, however, was not satisfactory. There was a want of definiteness and precision about the answering of most of the Candidates, and the dates given for events were particularly inaccurate. In History, Ireland and Caroline Tynte-Browne, and in Geography, Weston and Ireland, were creditable exceptions to this criticism. The map required was in no case well drawn.

II. LATIN.—Presented by all the Candidates. Ten passed; one, Dunbabin, with credit. Full marks, 800. Highest obtained, 639. Average, 431. The Examiners considered that up to the age at which Candidates usually present themselves

The Examiners considered that up to the age at which Candidates usually present themselves for the Degree of A.A., the most important work to be done in Latin and in Greek is the laying of a sound foundation, which can result only from careful and thorough study of books prescribed. They therefore determined that the 800 marks allowed should be apportioned thus: 450 to the prepared work and grammar; 350 to the composition and translation at sight.

The answering of the Candidates showed diligent study. The translations from prepared books sent up by Dunbabin, Ireland, and Caroline Tynte-Browne were excellent; most of the others fair. The answers in Grammar were fair; but, with one exception, Dunbabin, the etymology question was very badly done. Candidates seem to think that "sound etymology," in spite of Max Müller's dictum, *does* depend on "sound," and, consequently, the derivations they propound are, in many instances, simply ludicrous.

In the paper on unprepared work, the translations from Latin sent in by Dunbabin, Ireland, Caroline Tynte-Browne, and Maxwell were very good; the rest moderate. The Latin prose translations shewed extensive knowledge of vocabulary, but were marked, with a few creditable exceptions, by great grammatical recklessness.

In accordance with the regulations a piece for verse translation was set. It was attempted by one Candidate only, and with small success.

III. GREEK.—Presented by six Candidates. Five passed; one, Dunbabin, with credit. One failed. Full marks, 800. Highest obtained, 563. Average, 445.

The answering on the prescribed books was very fair; that of Dunbabin excellent. In the unprepared work all did fairly. Dunbabin was much the best in translating Greek at sight, but was very far outstripped by Reynolds in the rendering of English into Greek.

IV. FRENCH.—Presented by all the Candidates, of whom ten passed; two, Caroline Tynte-Browne and Dunbabin, with credit; two failed. Full marks, 550. Highest obtained, 420. Average, 324.

The translations from French at sight were generally fair; those done by Caroline Tynte-Browne, Dunbabin, and Ireland very good.

The translation into French was very well done by Caroline Tynte-Browne and Maxwell, and fairly by Ireland.

The idiomatic pieces were best rendered by Dunbabin and Caroline Tynte-Browne, who also did the most creditable answering in Grammar.

On the whole, the average of the ten who passed is satisfactory. It will be observed that two Candidates are bracketed for first : their papers were carefully marked twice, and no substantial difference could be made between them.

V. GERMAN.—Presented by three Candidates. All passed; one, Lavinia Thorp, with credit. Full marks, 550. Highest obtained, 403. Average, 352.

The answering generally was fair, and the translations from English into German better than the average of the other answers. This is satisfactory, as showing that the Candidates had acquired some ability to handle the language.

VI. ITALIAN — Presented by three Candidates. Two passed; one failed. Full marks, 550. Highest obtained, 345. Average, 341.

Both of the successful Candidates showed a good knowledge of grammatical construction but their translations from English into Italian were not good.

VII. PURE MATHEMATICS.—Presented by all. Seven passed; one, Caroline Tynte-Browne, with credit. Five failed. Full marks, 1000. Highest obtained, 582. Average, 395.

The standard for passing in Mathematics may seem to be fixed very low—one-fifth only of the total marks; and yet there is a larger proportion of rejections in Mathematics than in any other subject. This experience, however, is not limited to Tasmanian examinations. The standard is fixed low, because much of the work for which marks are given is supposed to be beyond the reach of the mere passman. But the marks assigned for the lower pass work this year were,—Arithmetic, 150; Elementary Algebra, 200; and Euclid, propositions from Books I-IV., 85,—435 in all. In this are included no deductions, and no Algebra beyond easy quadratic equations. If out of this elementary work a Candidate cannot secure 200 marks, it shows either were another and the secure and the s such ignorance or such want of accuracy as justifies his rejection.

Of those who passed, most answered fairly in the Arithmetic, though a question about measuring wood for a box—a question requiring merely common sense and accuracy—was answered correctly by none but Caroline Tynte-Browne. The Lower Algebra was also fairly done, except the simplification of Fractions, work that demands only attention and accuracy. In the Higher Algebra the candidates, with one exception, simply collapsed. Good work here would, in two other cases, have ensured credit.

Only eight candidates presented the Higher Geometry and Trigonometry, without much success, obtaining most of the marks they gained by writing out propositions from Euclid, doing hardly anything in Trigonometry. To this criticism Caroline Tynte-Browne is a brilliant exception. All her Mathematical papers showed accurate knowledge and decided ability.

VIII. NATURAL PHILOSOPHY.—Presented by one Candidate, Ireland, who passed with credit, and who showed considerable ability in handling the more difficult questions.

IX. CHEMISTRY.—Presented by five, of whom four passed, three—Ireland, Reynolds, and Weston—with credit. Average marks obtained, 121. The questions that involved any knowledge of atoms and molecules were badly answered. The Candidates do not seem to have got a working grip of the Atomic theory. Nor was the question in chemical nomenclature answered with the definite fulness of knowledge that every student of Chemistry should possess.

X. ZOOLOGY AND BOTANY .- Presented by one Candidate, who passed, but not with credit. There was only one question on the classification of the Animal Kingdom, but this was practically unanswered.

XI. GEOLOGY.—Presented by two Candidates, one of whom knew evidently nothing whatever of the subject. The other Candidate, Weston, passed with credit, and is to be complimented on his Natural Science papers generally, of which this was certainly the best.

XII. DRAWING.—Presented by six Candidates. Three passed; Caroline Tynte-Browne with credit. Three failed. Full marks, 250. Highest obtained, 190. Average, 157. Ireland's work was fair throughout. Maxwell excellent in perspective, but defective in freehand drawing. Caroline Tynte-Browne failed in perspective problems, but her freehand drawing was of high merit.

XIII. MUSIC.—Two Candidates. Both passed; one, Caroline Tynte-Browne, with credit, her papers being accurate, and carefully done. Full marks, 400. Highest obtained, 325. Average, 218.

On the whole the Examination must be pronounced satisfactory, and a great improvement on last year's standard. Out of twelve Candidates two only have failed. Of these one could hardly have expected to pass, as he did not satisfy the Examiners in a single subject. The failure of the other was due, in our opinion, simply to carelessness and neglect, not to want of ability. Of the successful Candidates no one shewed such surpassing excellence as Thorne did last year. He then scored 3733 marks from eight subjects; this year Ireland takes the place of Senior Associate with 3316 marks gained from nine subjects, whereas the second and the third gain their places from six and five subjects respectively. It is, however, fair to add that had the limitations adopted by the Council for next year on the number of subjects to be presented for the Examination been in force this year, Ireland would still have held the "pride of place." Generally, the work has been characterised by steadiness rather than brilliance. In all 78 subjects were presented by the twelve Candidates, an average of $6\frac{1}{2}$ subjects each : the credits were 14, and the rejections 17.

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

The Council's Gold Medal	E. W. J. Ireland.
The Council's Silver Medal	Caroline K. Tynte-Browne.
First Prize for English	E. W. J. Ireland.
First Prize for Latin	R. L. Dunbabin.
First Prize for Greek	R. L. Dunbabin.
First Prize for French.	Caroline K. Tynte-Browne.
	R. L. Dunbabin.
First Prize for Mathematics	Caroline K. Tynte-Browne.

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

Second Prize for Greek	R. Maxwell.
Prize for Natural Philosophy	E. W. J. Ireland.
Prize for Geology	W. D. Weston.
Prize for Music	Caroline K. Tynte-Browne.

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

14th June, 1886.

For the Examiners,

M. H. IRVING, M.A.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1886.

GENERAL CLASS LIST.

FIRST CLASS.

No.	NAME.	AGE. 1 June, 1886.		MARKS.	AWARDS.					
1	Ireland, Ernest W. J	yrs. n 16	nths. 11	3316	Council's Gold Medal as Senior Associate of the year. First Prize for English. Prize for Natural Philosophy.					
2	Tynte-Browne, Caroline K	17	4	2657	Council's Silver Medal as Senior Female Associate of the year. First Prize for French. First Prize for Mathematics. Prize for Music.					
3	Dunbabin, Robert L	16	11	2641	First Prize for Latin. First Prize for Greek.					
4	Maxwell, Raymond	17	10	2455	Second Prize for Greek.					
		ន	E C (D N D C	LASS.					
5	Reynolds, Walter R.	18	6	1973	í					
THIRD CLASS.										
6 7 8 9	Roper, Mary Teresa Coombs, Florence A Thorp, Lavinia J Walch, Chas. N. C	16 18 15 16	10 7 11 11	1709 1697 1586 1438						
10	Weston, William D	16	11	1387	Prize for Geology.					

Hobart, 14 June, 1886.

For the Examiners,

M. H. IRVING, M.A.

SPECIAL CLASS LIST.

English.	Latin.	Greek.	French.	German.	Italian.	Mathematics.	Natural Philosophy.	Chemistry.	Geology.	Zoology and Botany.	Drawing.	Music.
FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS	FIRST CLASS.
Ireland	Dunbabin _	Dunbabin ·	Tynte-Browne, Miss, Dunbabin	Thorp, Miss	-	Tynte-Browne, Miss	Ireland	Weston Ireland Reynolds	Weston		Tynte-Browne, Miss	Tynte-Browne, Miss
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SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.
Tynte-Browne, Miss Dunbabin Weston Thorp, Miss Coombs, Miss Maxwell Reynolds Roper, Miss Wolds	Tynte-Browne, Miss, Maxwell Roper, Miss Weston Walch Reynolds Thorp, Miss	Maxwell Ireland. Walch Reynolds	Maxwell Ireland Thorp, Miss Coombs, Miss Walch Reynolds Ropor, Miss	Coombs, Miss Roper, Miss	Coombs, Miss Ireland	İreland Reynolds Maxwell Dunbabin Roper, Miss		Maxwell .	_	Weston	Ireland Maxwell	Coombs, Miss
Walch												
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Hobart, June 15th, 1886.

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For the Examiners,

M. H. IRVING, M.A.

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TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION for the Degree of Associate of Arts, June, 1886.

TABLE OF MARKS.

<u>No.</u>	NAME.	DATE OF BIRTH.	SCHOOL.	TEACHER. [Maximum No. of Marks	11 6 <i>Buglish.</i>	6 <i>Latin.</i>	G Greek.	$\begin{bmatrix} \mathbf{G} \\ \mathbf{G} \\ \mathbf{G} \end{bmatrix}$ French.	G <i>G</i> <i>G</i> <i>G</i> <i>G</i> <i>G</i> <i>G</i> <i>G</i>	61 64 1 <i>talian</i> .	Pure Mathe- D matics.	NaturalGPhilosophy.	N Chemistry.	D D D D D D d D d D d D D d D	.kbolood	.buimand 5	6 <i>Music.</i>	TOTAL.	CLASS.
1	Ireland, Ernest William	28 June,1869	Hutchins'	Rev. J. V. Buckland,	771 c	491	485	352		336	448	151 c	127 _. c			155		3316	First.
2	Tynte-Browne, Caroline	24 Feb. 1869	Ladies'	Miss Garrett	670	470	•••	420 c		•••	582c		•••			190 c	325 c	265 7	First.
3	Dunbabin, Robert Leslie	16 July, 1869	Metropolitan	Rev. F. Shann	652	639 c	563 c	420 c			367					•••		2641	First.
4	Maxwell, Raymond	22 Aug. 1868	Hutchins'	Rev. J. V. Buckland,	507	470	509	355			387		102			125		2455	First.
5	Reynolds, Walter Ross	23 Dec. 1867	Hutchins'	Rev. J. V. Buckland,	497	332	326	249			444 [·]		125 c.			• n.p.		1973	Second.
6	Roper, Mary Teresa	7 Aug. 1869	Ladies'	Miss Schultze	479	411	•••	242	320	•••	257							1709	Third.
7	Coombs, Florence Augustu	29 Nov. 1867	Ladies'	Miss Schultze	509	n.p.	••	301	332	345	n.p.				•••		210	1697	Third.
8	Thorp, Lavinia Jane	26 July, 1870	Private	Miss Foy, A.A.	550	321	•••	312	403 c		⁻ n.p.	••••	•••		•••		•••	1586	Third.
9	Walch, Charles Nash Croshy	25 July, 1869	Hutchins'	Rev. J. V. Buckland,	446	35 7	345	290			n.p.		n.p.					1438	Third.
10	Weston, William Dubrelle	15 June,1869	Church Grammar, Launceston	A. H. Champion, Esq., B.A.	589	377	•••	n.p.			n.p.		131 c	105	185 c			1387	Third.

NOTE-"e," passed with credit. "n.p.," not passed.

For the Examiners,

M. H. IRVING, M.A.

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Hobart, 14th June, 1886.

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EXAMINATION PAPERS.

Guglish.

M. H. IRVING, M.A., Examiner.

GENERAL QUESTIONS.

- 11. (a) Give the plurals of apex, brother, datum, die, lily, lord-justice, mister, money, oasis, penny, soprano, staff. Explain irregularities.
 - (b) Compare-bad, far, fore, good, little, old. Explain any irregularities.
- 2. Derive these common words—As, every, hindermost, such; author, examination, scholar, tragedy.
- .3. Parse the italicised words in—(a) This is sweeter than that. (b) The lovelier the flower the shorter-lived. (c) They will-have-murdered one another. (d) You'll knee the way into his mercy.
- 4. Discuss the Grammar of the following, and if in your opinion it is wrong, correct it:--(a) These news is just arrived; (b) I'll nor sell nor give it; (c) My sometime general; (d) Worth six on him; (e) When it was a-doing; (f) He bears himself more proudlier; (g) There hath been in Rome strange insurrections; (h) Which is the smallest of the two losses? (i) I had rather see you and I fight than so agreeing; (j) He'll sowl the porter of Rome gate by the ears; (k) And dangerously you have prevailed, if not most mortal to him; (l) Our dastard nobles, who have all forsook me; (m) Even such weak minister as me may the oppressor bruise; (n) You will never live to my age without you took exercise; (o) If you'll bestow a little---of what you have but little---patience.
- 5. Analyse fully, naming each sentence, and its relation to others;
 - (a) What authority surfeits upon would relieve us; if they would but yield us the superfluity while it were wholesome, we might guess they relieved us humanely.
 - (b) Come on ! if you'll stand fast, we'll beat them to their wives as they us to our trenches.
 - (c) If it be honour in your wars to seem that you are not, which for your best ends you adopt your policy, how is it less or worse that it should hold companionship in peace with honour as in war, since that to both it stands in like request?
- 6. At what periods, and from what causes, did English receive Latin words into its vocabulary?
- 7. State Grimm's Law. Instance examples of it in English.
- 8. Narrate in your own language the apologue of "The Belly and the Members."

SHAKSPERE—Coriolanus.

1. Sketch the action of the play, distinguishing the five acts.

- 2. Explain the allusions in the following—(a) A Triton among the minnows; (b) You'll be another Penelope; (c) His brows bound with oak; (d) Hecuba, when she did suckle Hector; (e) Phœbus' burning kisses; (f) Here a' comes in the gown of humility; (g) Why have you thus given Hydra here to choose an officer; (h) Olympus to a molehill.
- .3. Name the figures which occur in the following; explain them, and, if you can, refer to context and quote parallels:—(1) To vent our musty superfluity; (2) Not Afric owns a serpent I abhor more than thy fame and envy; (3) My gracious silence, hail! (4) Flower of Warriors; (5) Away! (6) H is absolute shall.
- 4. What is the meaning of the following words now obsolete? Quote the passages in which they occur, or refer to the context :--- Bissom, crack, malkin, portance, shent, wealsman.
- 5. With what mean ngs, now unusual, are the following words used ?—Absolute, allowance, articulate, atone, bless, censured, cry, crank, commanded, embarquement, gird, limitation, lurch, owe, physical, remove, side, treaty.
- 6. Derive fully the following :--Aim, alms, anon, auburn, cambric, choler, envy, 'larum, lockram, measles, neighbour, noisome, osprey, pay, rescue, 'sdeath, suitor, testy.
- 7. Explain the following :--(1) With a kind of smile that never did come from the lungs;
 (2) Take my cap, Jupiter, and I thank thee! (3) 'Twas from the canon; (4) Must I go shew them my unbarbed sconce? (5) My friends of noble touch; (6) This is clean kam: merely awry; (7) Tabors and cymbals make the sun dance; (8) You are manifest house-keepers.
- 8. What are the various readings, emendations, and explanations of the following :---
 - (a) Hector's forehead when it spit forth blood at Grecian sword. Contenning, tell Valeria.
 - (b) You shames of Rome, you heard of byles, and plagues plaister you o'er.
 - (c) Oh, me alone. Make you a sword of me.
 - (d) Rights by rights fouler, strengths by strengths do fail.

Mistory and Geography.

Three hours.

T. J. SMITH, M.A., Examiner.

- 1.—1. Give a short account of the conquest of England by the tribes of the Heptarchy.
 - 2. Give a résumé of the constitutional and legal history of the reign of Henry II.
 - 3. Write a short description of the 100 years' war between England and France.
 - 4. Write a short essay on the history of Cromwell, paying attention to all the leading facts of his life.
 - 5. Describe the Jacobite movements of last century.
 - 6. Write a short biography of the younger Pitt.
 - [In all these Questions DATES must be given as fully and carefully as possible.]
- II.-1. Draw a map of the South East of Europe, marking thereon the geographical limits of Turkey, Greece, &c.
 - 2. Describe, as fully as you can, the commercial and political value of Burmah and Tonquin from a European point of view.
 - 3. Describe the river system of Africa, mentioning any important towns on each river.
 - 4. Describe the climate, population, and commercial resources of the basin of the La Plata.
 - 5. Mention the chief centres in the world of the following industries :---
 - (a) Cotton, raw and manufactured.
 - (b) Steel.
 - (c) Cured meats.
 - (d) Lace.
 - (e) Silver.
 - (f) Wheat.

6. Describe, as fully as you can, the flora and fauna of Tasmania.

Latin.—I.

PRESCRIBED AUTHORS.

VIRGIL-Georgics, Book I. LIVY-Book II. HORACE-Odes, Book III.

Three hours.

M. H. IRVING, M.A., Examiner.

1. Translate-

- (a) Ille malum virus serpentibus addidit atris, Praedarique lupos jussit, pontumque moveri, Mellaque decussit foliis, ignemque removit, Et passim rivis currentia vina repressit, Ut varias usus meditando extunderet artes Paulatim, et sulcis frumenti quaereret herbam, Ut silicis venis abstrusum excuderet ignem. Tunc alnos primum fluvii sensere cavatas; Navita tum stellis numeros et nomina fecit, Pleïadas, Hyadas, claramque Lycaonis Arcton; Tum laqueis captare feras, et fallere visco Inventum, et magnos canibus circumdare saltus. Atque alius latum funda jam verberat amnem, Alta petens, pelagoque alius trahit humida lina.
- (b) Quid tempestates auctumni et sidera dicam, Atque, ubi jam breviorque dies et mollior aestas, Quae vigilanda viris? vel quum ruit imbriferum ver, Spicea jam campis quum messis inhorruit, et quum Frumenta in viridi stipula lactentia turgent? Saepe ego, quum flavis messorem induceret arvis Agricola et tragili jam stringeret hordea culmo, Omnia ventorum concurrere proelia vidi, Quae gravidam late segetem ab radicibus imis Sublimem expulsam eruerent; ita turbine nigro Ferret hiems culmumque levem stipulasque volantes.

Romam inde, male gesta re, reditum, inter multos saucios consul spe incerta (c)vitæ relictus. Interjecto deinde haud magno spatio, quod vulneribus curandis supplendoque exercitui satis esset, tum ira majore belli, tum viribus etiam auctis, Pometiæ arma illata, et quum vineis refectis, aliaque mole belli, jam in eo esset, ut in muros evaderet miles, deditio est facta. Ceterum nihilominus fœde, dedita urbe, quam si capta foret, Aurunci passim principes securi percussi, sub corona venierunt coloni alii, oppidum diratum, ager veniit. Consules magis ob iras graviter ultas, quam ob magnitudinem perfecti belli triumpharunt.

M. Minucio deinde, et A. Sempronio consulibus, magna vis frumenti ex Sicilia (d)advecta : agitatumque in senatu, quanti plebi daretur. Multi venisse tempus premendæ plebis putabant, recuperandique jura, quæ extorta secessione ac vi Patribus essent, inprimis Marcius Coriolanus, hostis tribunitiæ potestatis, Si annonam, inquit, veterem volunt, jus pristinum reddant Patribus. Cur ego plebeios magistratus, cur Sicinium potentem pollentemque video, sub jugum missus, tanquam a latronibus redemptus? Egone has indignitates diutius patiar, quam necesse est? Tarquinium regem qui non tulerim, Sicinium feram? Secedat nunc, avocet plebem: patet via in Sacrum montem, aliosque colles. Rapiant frumenta ex agris nostris, quemadmodum tertio anno rapuere. Utantur annona, quam furore suo fecere. Audeo dicere, hoc malo domitos ipsos potius cultores agrorum fore, quam ut armati per secessionem coli prohibeant.

> Non his juventus orta parentibus, (e)

Infecit æquor sanguine Punico,

Pyrrhumque et ingentem cecidit

Antiochum Hannibalemque dirum; Sed rusticorum mascula militum

Proles, Sabellis docta ligonibus

Versare glebas et severæ

Matris ad arbitrium recisos Portare fustes, sol ubi montium Mutaret umbras et juga demeret

Bobus fatigatis, amicum

Tempus agens abeunte curru. Damnosa quid non imminuit dies? Ætas parentum pejor avis tulit

Nos nequiores, mox daturos Progeniem vitiosiorem.

Unde quo veni? Levis una mors est Virginum culpæ. Vigilansne ploro Turpe commissum, an vitiis carentem

Ludit imago

Vana, quæ porta fugiens eburna Somnium ducit? Mehusne fluctus Ire per longos fuit, an recentes

Carpere flores?

Si quis infamem mihi nunc juvencam Dedat iratæ, lacerare ferro et Frangere enitar modo multum amati

Cornua monstri.

Impudens liqui patrios Penates Impudens Orcum moror. O Deorum Si quis hæc audis, utinam inter errem Nuda leones!

2. Write out and mark the scanning of the first four lines of (b), (e), and (f).

3. Translate, and explain briefly allusions and any difficulties :---

(a) Chaoniam pingui glaudem mutavit arista; (b) Nec repetita sequi curat Proserpina matrem; (c) Virgea præterea Celei vilisque supellex; (d) Ante tibi Eoæ Atlantides abscondantur; (e) Et pro purpureo pœnas dat Scylla capillo; (f) Laomedontæ luimus perjuria Trojæ; (g) Ne ubiubi regum desiderium esset regem sacrificulum creant; (h) Portoriis et tributo plebes liberata, ut divites conferrent, qui oneri ferendo essent; (i) Quod facile appareret, non ad honorem ejus cui curatio altior fastigio suo data esset foatum; (c) Ontabilis, fiding regender ut mei similar fastigio suo data esset factum; (j) Optabitis, medius fidius, propediem ut mei similes Romana plebes patronos habeat; (k) Ire fortes, ire felices, jubent, inceptis eventus, pares reddere; (l) Eo nisi corporibus armisque rupere cuneo viam; (m) Districtus ensis cui super impia cervice pendet; (n) Invisum nepotem Troica quem genuit sacerdos; (o) Amphoræ fumum bibere institutæ consule Tullo; (p) Inane lymphæ dolium fundo pereuntis imo; (q) Ludere doctior seu Græco jubeas trocho, seu malis vetita legibus alea; (r) Jam clarus occultum Andromedæ pater ostendit ignem.

4. Where and what are Abydos, Anio, Aricia, Baiæ, Collina, Cumæ, Gargara, Hadria, Mænalus, Tanais, Tempe, Thule?

- 5. Give the meaning and the derivation of the following, specially noting the meaning of the termination in each :---Alumnus, armentum, cometa, debitor, discordia, ferrugo, forsitan, fugax, minitabundus, parricida, periculosus, proximus, puella, pulverulentus, rostrum, supercilium, surdus.
- 6. Give perfect and supine of audeo, caveo, gigno, pario, pendo, sto; 3rd plu. imperative pass. audio; fut.inf. pass. amo; 2nd sing. imperative act. dico; nom. sing. pres. part. act. eo; 3rd sing. imp. subj. pass. fero; pres. inf act. volo.
- 7. Put into Latin—(1) My boy, take care that you do not err. (2) He warned his son to take care not to err. (3) Such a man as you is to be loved by all. (4) The letter was written at Rome on the 9th of June, in the year eighteen hundred and eighty-six. (5) Provided he suffer (doleo) something, it doesn't matter to me what he suffers. (6) He was the first to propose and carry this law.

Latin.—II.

TRANSLATION AT SIGHT AND COMPOSITION.

Three hours.

M. H. IRVING, M.A., Examiner.

1. Translate-

Fuit hæc oratio non ingrata Gallis: maxime, quod ipse animo non defecerat, tanto accepto incommodo, neque se in occultum abdiderat, et conspectum multitudinis fugerat: plusque providere et præsentire existimabatur, quod, re integra, primo incendendum Avaricum, post deserendum censuerat. Itaque, ut reliquorum imperatorum res adversæ auctoritatem minuunt, sic hujus ex contrario dignitas, incommodo accepto, in dies augebatur. Simul in spem veniebant, ejns affirmatione, de reliquis adjungendis civitatibus: primumque eo tempore Galli castra munire instituerunt; et sic sunt animo consternati, homines insueti laboris, ut omnia, quæ imperarentur sibi patienda et perferenda existimarent.—Cæsare.

2. Translate---

Valle sub umbrosa locus est, aspergine multa

Uvidus ex alto desilientis aquæ.

Tot fuerant illic, quot habet natura, colores,

Pictaque dissimili flore nitebat humus.

Quam simul aspexit, Comites, accedite, dixit Et mecum vestros flore replete sinus.

Præda puellares animos prælectat inanis,

Et non sentitur sedulitate labor.

Hæc implet lento calathos e vimine textos, Hæc gremium, laxos degravat illa sinus.

Hæc gremium, laxos degravat illa sinus. Illa legit calthas; huic sunt violaria curæ,

Illa papavereas subsecat ungue comas.

Plurima lecta Rosa est: et sunt sine nomine flores; Ipsa crocos tenues liliaque alba legit.

Carpendi studio paulatim longius itur,

Et dominam casu nulla secuta comes.

Hanc videt, et visam patruns velociter aufert; Regnaque cæruleis in sua portat equis.

Illa quidem clamabat : Io, carissima mater,

Auferor ! ipsa suos abscideratque sinus.

Panditur interea Diti via; namque diurnum Lumen inadsueti vix patiuntur equi.

At chorus æqualis, cumulatis flore canistris, Persephove, clamant, ad tua dona veni.

Ut clamata silet, montes ululatibus implent; Et feriunt mæsta pectora nuda manu.

Attonita est plangore Ceres, modo venerat Ennam;

Nec mora, Me miseram ! filia, dixit, ubi es?

Ovid.

3. Translate into Latin Prose-

After this there was a great scarcity of corn, and the commons were much distressed for want, and the king of the Greeks in Sicily sent ships laden with corn to Rome. So the Senate resolved to sell the corn to the poor commons lest they should die of hunger. But Caius hated the commons, and he was angry that they had got tribunes to be their leaders, and he said, "If they want corn, let them show themselves obedient to the nobles as their fathers did, and let them give up their tribunes, and then we will let them have corn to eat, and will take care of them." The commons, when they heard this, were quite furious, and they would have set upon Caius as he came out of the senate house, and torn him to pieces; but the tribunes said, "Nay, ye shall judge him yourselves in your comitia, and we will be his accusers." So they accused Caius before the commons, and Caius knew that they would show him no mercy; therefore he stayed not for the day of his trial, but fled from Rome and took refuge among the Volscians. 4. Translate, using Oratio Obliqua throughout-

The friends of the maiden answered, that her father was now absent in the service of the Commonwealth; that they should send him word, and within three days he would be in Rome. "Let the cause," said they, "wait only so long. The law declares expressly that in all cases like this every one shall be considered free till he be proved a slave."

5. Translate (a) into Elegiacs-

Had not a man to whom was known

The wisdom of days of eld,

Who in council ever was wisest shown,

Nestor, their flight withheld.

For he spake to them thus in sagest tone,

And their panic fear dispelled, "Argives," he said, "your steps restrain, Achæans, do not flee :

His mother is rising from out the main,

With all the immortal sea nymph train,

Achilles' corse to see.'

The flight was checked-and round thee came

The maids of the sea god old :

Sad weeping as they wrapt thy frame

In vesture of heavenly fold.

or (b) into Hexameters-

The lot of no other I honour as thine,

For the muse taught thy lay, or Apollo divine,

Thy song of the Achæans tells truly and well

How they toiled in the wars, how they fought, and they fell.

One would think 'mid those deeds that those present had'st been,

Or had'st heard them from one who the combat had seen.

Be the famed horse of wood now renowed in thy lays,

Which Athena assisted Epeus to raise;

How brought by Odysseus, with stratagem bold,

It was placed, full of men, within Ilion's stronghold.

This tale truly sing : and my tongue shall maintain

O'er the earth, that a Godhead has prompted thy strain.

Greek.—I.

PRESCRIBED AUTHORS.

XENOPHON-Anabasis, Book ii. EURIPIDES-Phœnissæ. HOMER-Odyssey, Book i.

Three hours.

M. H. IRVING, M.A., Examiner.

(A) Translate, adding short notes where necessary-

Ἐνῆν δὲ σῖτος πολὺς καὶ οἶνος φοινίκων, καὶ ὄξος ἑψητὸν ἀπὸ τῶν αὐτῶν αὖται δὲ αί (a)βάλανοι των φοινίκων, οίας μεν έν τοις Ελλησιν έστιν ίδειν, τοις οικέταις απέκειντο, αί δε τοις δεσπόταις αποκείμεναι ήσαν απόλεκτοι, θαυμάσιοι το κάλλος και το μέγεθος. ή δε όψις ηλέκτρου ούδεν διέφερε τας δέ τινες ξηραίνοντες τραγήματα απετίθεσαν και ήν και παρα πότον ήδυ μεν κεφαλαλγὲς δέ.

(b) "Αρχειν δε καλών μεν και άγαθών δυνατός ήν ου μέντοι ουτ' αιδώ τοις στρατιώταις έαυτοῦ οὔτε φόβον ίκανὸς ἐμποιῆσαι ἀλλὰ καὶ ἦσχύνετο μᾶλλον τοὺς στρατιώτας ἡ οἱ ἀρχόμενοι ἐκείνον καὶ φοβούμενος μāλλον ἦν φανερὸς τὸ ἀπεχθάνεσθαι τοῖς στρατιώταις, ἢ οἱ στρατιώται το άπιστείν έκείνω. ψέτο δε άρκείν προς το άρχικον είναι και δοκείν τον μεν καλώς ποιούντα έπαινείν, τον δ' άδικούντα μή έπαινείν.

(c) Νέμεσι και Διός βαρύβρομοι βρονται,

κεραύνιόν τε πῦρ αἰθαλόεν, σύ τοι

μεγαλαγορίαν υπεράνορα κοιμίζοις.

δδ' έστιν, αίχμαλωτίδας δς δορι Θηβαίας

Μυκήναισιν εύχεται Λερναία τε δώσειν τριαίνα,

Ποσειδωνίοις 'Αμυμωνίοις

ύδασι, δουλείαν περιβαλών;

μήποτε μήποτε τάνδ', ὦ πότνια,

χρυσεοβόστρυχον & Διός ἔρνος Αρτεμι,

δουλοσύναν τλαίην.

- (d) KP. πως; ταντεταλμέν' ου δίκαιον εκπονείν,
 - ΑΝ. οῦκ, ἢν πονηρά γ' ἦ κακῶς τ' εἰρημένα.
 - ΚΡ. τί δ': ου δικαίως όδε κυσιν δοθήσεται;
 - AN. ούκ έννομον γάρ την δίκην πράσσεσθέ νιν.
 - ΚΡ. είπερ γε πόλεως έχθρος ην, οὐκ έχθρος ών.
 - AN. οὐκοῦν ἔδωκε τῷ τύχῃ τὸν δαίμονα.
 - ΚΡ. καί τω τάφω νυν την δίκην παρασχέτω.
 - ΑΝ. τί πλημμελήσας, τὸ μέρος εἰ μετῆλθε γῆς;
 - ΚΡ. ἄταφος ὕδ' ἁνὴρ, ὡς μάθης, γενήσεται.
 - ΑΝ. έγώ σφε θάψω, κầν ἀπεννέπη πόλις.
 - (e) Ξείνε φίλ', ή καί μοι νεμεσήσεαι ὅττι κεν ἐἰπω;
 Τούτοισιν μὲν ταῦτα μέλει, κίθαρις καὶ ἀοιδή,
 Ῥεί', ἐπεὶ ἀλλότριον βίοτον νήποινον ἔδουσιν,
 ᾿Ανέρος οῦ δή που λεύκ' ὀστέα πύθεται ὅμβρψ
 Κείμεν' ἐπ' ἠπείρου, ἢ εἰν ἁλὶ κῦμα κυλίνδει.
 Εἰ κεῖνόν γ' Ἰθάκηνδε ἰδοίατο νοστήσαντα,
 Πάντες κ' ἀρησαίατ' ἐλαφρότεροι πόδας εἶναι
 ዮΗ ἀφνειότεροι χρυσοῖό τε ἐσθῆτός τε.
 - (f) Τηλέμαχ', ήτοι ταῦτα θεῶν ἐν γούνασι κεῖται, "Όστις ἐν ἀμφιάλῷ 'Ιθάκῃ βασιλεύσει `Αχαιῶν. Κτήματα δ' αὐτὸς ἔχοις καὶ δώμασι σοῖσιν ἀνάσσοις. Μὴ γὰρ ὅγ' ἔλθοι ἀνὴρ ὅστις σ' ἀέκοντα βίηφιν Κτήματ' ἀπορραίσει, 'Ιθάκης ἔτι ναιεταώσης. 'Αλλ' ἐθέλω σε, φέριστε, περὶ ξείνοιο ἐρέσθαι, Όππόθεν οῦτος ἀνὴρ, ποίης δ' ἐξ εὕχεται εἶναι Γαίης, ποῦ δέ νύ οἱ γενεὴ καὶ πατρὶς ἄρουρα· 'Ηέ τιν' ἀγγελίην πατρὸς φέρει ἐρχομένοιο, "Η ἑὸν αὐτοῦ χρεῖος ἐελδόμενος τόδ' ἑκάνει;
- (B)—1. Decline $\nu \ell \omega c$, $\tau \rho \iota \eta \rho \eta c$, $\lambda \upsilon \theta \ell c c$; and write out 1 A. Imp. Mid. of $\tau \upsilon \pi \tau \omega$, 2 A. Ind. Act. Sidwau, Pres. Opt. Pass. $\upsilon \rho \omega \omega$.
 - ήδομαι
- 2. Put into Greek—(a) I was glad to hear you say so. (b) They were desiring such a man as you. $i\sigma \tau \eta \mu$ $\pi a \rho \dot{a}$ $\epsilon \rho \gamma o \nu$
 - (c) You two were standing beside your father. (d) This is a much greater work than that.

ἐπιθυμέω

οίος

- 3. Write notes on the following Homeric forms-άλφηστησι, δεδαίαται, δμωάων, είπησι, έμμεναι, έσκε, ^δν, δρόων.
- 4. Translate and explain, referring to context—

(a) ὦδε οῦν χρη ποιείν ἀπιόντας δειπνείν ὅτι τις ἔχει, ἑπειδὰν δὲ σημήνη τῷ κέρατι, ὡς ἀναπαύεσθαι, συσκευάζεσθε.

(b) Νίκαρχος 'Αρκὰς ἦκε φεύγων, τετρωμένος εἰς τὴν γαστέρα καὶ τὰ ἕντερα ἐν ταῖς χερσιν ἔχων.

- (c) δ δ' εἶρπ' ἀναυδος μέγα φρονῶν πώλοι δέ νιν χηλαῖς τένοντας ἐξεφοίνισσον ποδῶν
- (d) ποτε μεν επ' ημαρ είχον, είτ' οὐκ είχον ἂν.
- (e) στικτοίς πανόπτην ὄμμασιν δεδορκότα.
- (f) αίαι τί μ' οὐκ είασας έξ εὐαγγέλου
- φήμης ἀπελθεῖν, ἀλλὰ μηνῦσαι κακὰ.
- (g) χαίρε, ξείνε, παρ' ἄμμι φιλήσεαι αυτάρ ἕπειτα δείπνου πασσάμενος μυθήσεαι ὅττεό σε χρή.
- (h) η ουκ άιτεις οίον κλέος έλαβε δίος Όρεστης
 πάντας έπ' άνθρώπους έπει έκτανε πατροφονήα.
- 5. Write down (d) and (h), marking the scansion and explaining any peculiarities. Name the metre of each.
- 6. Give the meaning and the full derivation of ἀγνωμοσύνη, ἀμφαδόν, ἀμόθεν, ἀπορία, ἐπαλαστήσασα, ἰδιότης, καθαιματώσαι, κυβιστήρ, τιμωρία, χρήζω.
- 7. Parse fully ἀποσπασθώμεν, γῆμαι, ἔκτανον, ἐοικότι, ἡβήσῃ, ἠθροίσθη, κατενάσθην, ὀλωλότων, προστετάχθαι, σπανιεί.

Greek.—II.

Three hours.

M. H. IRVING, M.A., Examiner.

1. Translate----

"Εφη δὲ, ἐπειδὴ οῦ ἐκβῆναι τὴν ψυχὴν, πορεύεσθαι μετὰ πολλῶν, καὶ ἀφικνεῖσθαι σφάς εἰς τόπον τινὰ δαιμόνιον, ἐν ῷ τῆς τε γῆς δύ είναι χάσματε ἐχομένω ἀλληλοῖν, καὶ τοῦ οὐρανοῦ αῦ έν τῷ ἄνω ἄλλα χάσματα καταντικρύ. δικαστὰς δὲ μεταξὺ τούτων ἔφη καθῆσθαι, οὕς, ἐπειδὴ διαδικάσειαν, τούς μὲν δικαίους κελεύειν πορεύεσθαι τὴν εἰς δεξιάν τε καὶ ἄνω όδὸν διὰ τοῦ ούρανοῦ, σημεία περιάψαντας τῶν δεδικασμένων ἐν τῷ πρόσθεν, τοὺς δὲ ἀδίκους τὴν εἰς ἀριστεράν τε καὶ κάτω, ἔχοντας καὶ τούτους ἐν τῷ ὅπισθεν σημεία πάντων ἃ ἔπραξαν ἑαυτοῦ δὲ προσελθόντος είπειν τους δικαστας, ὕτι δέοι αὐτον ἄγγελον ἀνθρώποις γενέσθαι των ἐκεί, καί διακελεύοιντό οί ἀκούειν τε καὶ θεᾶσθαι πάντα ὁρῶν δὲ καθ' ἑκάτερον τὸ χάσμα τοῦ οὐρανοῦ τε καί τῆς γῆς ἀπιούσας τὰς ψυχὰς ἐπειδή αὐταῖς δικασθείη. Plato.

(a) In the foregoing why is the accent on the last syllable of $\delta\epsilon\xi_i\dot{a}\nu$ acute? Why has $\delta_ia\kappa\epsilon\lambda\epsilon_io_i\nu\tau\dot{o}$ two accents? Why do you find $\dot{a}\kappao\check{v}\epsilon_i\nu$ and not $\dot{a}\kappao\check{v}\sigma ac$?

2. Translate-

Chorus. σιδηρόφρων τε κάκ πέτρας εἰργασμένος ὄστις, Προμηθεῦ, σοῖσιν οὐ ξυνασχαλῷ μόχθοις· έγώ γάρ ούτ' αν είσιδείν τάδε έχρηζον, είσιδοῦσα δ' ἠλγύνθην κέαρ. Prometheus. καὶ μὴν φίλοις ἐλεινὸς εἰσοράν ἐγώ. õ μή πού τι προύβης τῶνδε καὶ περαιτέρω; Ch. θνητούς γ' έπαυσα μή προδέρκισθαι μόρον, Pr. Ch. τὸ ποῖον εύρών τῆσδε φάρμακον νόσου; τυφλάς έν αὐτοῖς ἐλπίδας κατψκισα. Pr.10 Ch. μέγ' ώφέλημα τουτ' έδωρήσω βροτοίς. Pr.πρός τοΐσδε μέντοι πῦρ ἐγώ σφιν ὤπασα. Ch. και νύν φλογωπον πύρ έχουσ' έφήμεροι; Pr. ἀφ' οὖ γε πολλὰς ἐκμαθήσονται τέχνας. Ch. τοιοίσδε δή σε Ζεύς ἐπ' αἰτιάμασιν 15αἰκίζεταί τε κοὐδαμῆ χαλῷ κακῶν : ούδ' έστιν άθλου τέρμα σοι προκείμενον; Pr. ούκ άλλο γ' ούδεν πλην όταν κείνω δοκη. Ch. δόξει δε πώς; τίς ελπίς; ουχ όρας ότι ήμαρτες; ώς δ' ήμαρτες, οὔτ' έμοι λέγειν καθ' ήδονην, σοί τ' άλγος άλλα ταῦτα μέν 20μεθώμεν, άθλου δ' έκλυσιν ζήτει τινά. Æschylus.

[2 ἀσχαλάω I sympathize, 15 ἀικιζομαι I injure, χαλάω I slacken, 21 μεθώμεν from μεθίημι.] (b) Why has $\pi \rho o \vartheta \beta \eta \varsigma$ (l. 6) a breathing in the middle of the word? Why has $\tau i \varsigma$ (l. 18) an acute accent? Point out a line which has only the Hephthemimeral Cæsura.

3. Retranslate into Greek-

That he was a patriot¹ it would be long to tell in detail²; for I think that there was not one of the things done by him, which did not tend to this. But to speak concisely³, we all know that Agesilaus wherever he thought that he would benefit his country, shrank from ⁴ no toil, stood aloof from no danger, spared no money, made-no-excuse-of⁵ health⁶ or old age: but thought this the work of a good king to do his subjects as much good as possible. And among his greatest benefits to his country I set down this, that being the most powerful man in the state, he was evidently most completely servant⁷ to the laws. For who would have wished to disobey, when he saw the king obeying. - Xenophon: Agesilaus.

¹ Compound "city-lover." ² say "according to each one thing." ³ say "in short." ⁴ ὑφίημι middle.⁵ προφασίζομαι. ⁶ say "body." ⁷λατρεύω.

4. Rearrange the following from the Phœnissæ into four Iambic lines-

θύγατερ, πάροιθε ήγοῦ· ὡς εἶ σὺ ὀφθαλμὸς τυφλῷ ποδὶ, ὡς ἄστρον ναυτίλοισιν· πρόβαινε δεῦρ' ἄχνος τιθεῖσ' ἐμὸν ἐς τὸ λευρὸν πέδον μὴ σφαλῶμεν πατὴρ ἀσθενής.

French.

Three hours.

M. H. IRVING, M.A., Examiner.

1. Translate-

C'est sur la mariage où ma mère s'apprête Que j'ai voulu, monsieur, vous parler tête à tête : Et j'ai cru, dans le trouble où je vois la maison, Que je pourrais vous faire écouter la raison. Je sais qu'avec mes vœux vous me jugez capable De vous porter en dot un bien considérable ; Mais l'argent, dont on voit tant de gens faire cas, Pour un vrai philosophe a d'indignes appas ; Et le mépris du bien et des grandeurs frivoles Ne doit point éclater dans vos seules paroles.

Trissotin.

Aussi n'est ce point là ce qui me charme en vous : Et vos brillants attraits, vos yeux perçants et doux, Votre grâce et votre air, sont les biens, les richesses, Qui vous ont attiré mes vœux et mes tendresses : C'est de ces seuls trésors que je suis amoureux.

Henriette.

Je suis fort redevable à vos feux généreux, Cet obligeant amour a de quoi me confondre, Et j'ai regret, monsieur, de n'y pouvoir répondre.—MOLIERE.

2. Translate—

Le lendemain survint dans le même endroit le sage Lockman, le philosophe et le poête : Lockman, l'amour des humains, le précepteur des peuples, et le conseiller des rois : qui cherchait souvent les solitudes les plus écartées pour y méditer sur la nature et sur Dieu. Il marchait d'un pas tardif, parcequ' il était affaibli par son grand âge, car il avait atteint, le même jour, le trois centième anniversaire de sa naissance. Il s'arrêta au spectacle qu'offraient alors les environs de l'arbre du désert, et il réflechit un instant. " Le tableau que votre divine bonté montre à mes regards," s'écria-t-il enfin, " renferme, ô sublime Créateur de toutes choses ! d'ineffables enseignements, et mon âme est accablée, en le contemplant, d'admiration pour les leçons qui résultent de vos œuvres et de compassion pour les insensés qui ne vous connaissent point."—Nodier.

3. Retranslate into French :----

"What Hector's rage was at not being able to observe sun, moon, and stars, or any point in the firmament which might perhaps have answered his questions if the mist had cleared away, we can easily understand. Ben Zoaf tried once or twice to calm his captain, preaching to him that calm which he himself pushed as far as indifference, but he was so ill received that he no longer ventured to say anything. He then confined himself to fulfilling properly his duties of look-out-man.¹ In spite of rain, wind, storm, he mounted guard, day and night, on the top of the bluff,² giving only some hours to sleep. But it was in vain that he traversed with his eyes this horizon, invariably empty. Besides, what ship could have lived³ through this bad weather and under such squalls.⁴ The sea was raising its waves to an incomparable height, and the hurricane was being unchained with unparalleled fury."

¹ vigie. ³ falaise. ³ tenir. ⁴ bourrasque.

-Jules Verne.

- 4. Give the French for (a) The twenty-first day of June will be the shortest day in the year eighteen hundred and eighty-six. (b) He must go half an hour bare-foot, or an hour and a half bare-head, as he shall please. (c) My eldest brother is two years older than yours. (d) Has he enough to live upon? No, he has less than nothing. (c) Poor thing ! said she, you've burnt your finger. (f) They won't go home unless you ask them yourself.
- 5. Give the meanings and the plurals of bail, arc-en-ciel, garde-meuble, chou-fleur, tirebuchon, œil; and the meanings and the feminines of épais, grec, mou, pareil, pécheur, roux.
- 6. Write down Pres. Ind. bouillir, Imperative coudre, Fut. Ind. déchoir, Pres. Subj. fuir, Imperf. Ind. moudre, Imp. Subj. mouvoir.
- 7. Write down with their meanings six substantives that vary in meaning according to their gender; six adjectives that regularly precede the noun; six adjectives that vary in meaning according as they precede or follow the noun.
- 8. Certain verbs which in English require no preposition after them take one in French. Write down, with the corresponding French verbs, three that take à, and three that take de.
- 9. Distinguish between qui, que; de suite, tout de suite; parmi, entre; oui, si; si, aussi; au travers, à travers.
- 10. French being derived from Latin, say from what Latin words are formed dire, été, fait, pousser, raisin, vœu; and for each give a similarly formed word. Als., give the derivation of car, comme, en (pronoun), encore, on, où.

German.

Three hours.

The Honorable F. STANLEY DOBSON, M.A., LL.D., Examiner.

Der gute Tisch; Die arme Frau; Das leichte gewicht; Eine schöne Blume; Warme Milch.

2. Give the plural forms of-

Staat, Schwerdt, Leib, Kopf, Schulter, Fisch, Mütze, Thron, Thur, Luft.

- 3. What is the general rule for ascertaining the gender of compound nouns? Are there any exceptions?
- 4. "In English the relative pronouns whom, which, that, though understood, are sometimes left out after the noun; in German they must always be added." Write out three English sentences illustrating the above rule, and translate them into German.
- 5. Give the imperfect indicative, and past participle of the following verbs:-Geben, breunen, beissen, fangen, gehen, helfen, springen, treten, verschwinden, vergessen.
- 6. Translate into German-

Is the apple a sweet one? Will you take another cup of tea? Many a flower. All the Emperors. He said he could speak. He ought to have done it. He may go out to-morrow. Let us go to Richmond by way of Sorell. How long has he lived in Hobart? What is he to do?

7. Translate into German-

"I cannot have the pleasure of dining with you to-morrow because my father will have some persons to dine with him, and I must stay to keep them company; but I will come and see you to-morrow between 11 and 12."

8. Translate into German :---

"We came to a rich green valley, comparatively speaking, and stopped awhile to let our horses eat grass. We soon afterwards came to Auchnashiel, a kind of rural village, a number of cottages being built together, as we saw all along in the Highlands. We passed many miles this day without seeing a house, but only little summer huts. called shielings. Even Campbell, servant to Mr. Murchison, factor (*der Factor*) to the Laird of Macleod in Glenelg, ran along with us to-day. He was a very obliging fellow."

9. Translate into English---

Wie die Gottheit in alle ihre Werke die unendlichste Mannigfaltigkeit gelegt hat, so zeigt sie dieselbe auch in den Stimmen der Thiere. Jede Thierwelt hat ihre eigenthümliche; wir erkennen sie daran, so wie sie sich selbst unter einander schon aus der Ferne. Löwen, Tiger, Pantherthiere erfüllen die einsamen Gegenden mit ihrem furchtbaren Gebrülle; das Brummen des Bärs durchshauert die Wildniss, die Hunde und Wölfe bellen; die Schafe blöken; die Rosse wiehern; keins ist die Stimme des andern. Doch die vollendetsten und verschiedensten Stimmwerkzeuge findet man in der schönen und zahlreichen Ordnung der Vögel, deren anmuthiger Gesang in Lüften, Wäldern, und Feldern uns oft entzückt. Die Raubvögel stossen nur einen wilden, durchdringenden Schrei aus; an den Wasservögeln bemerkt man mehr ein Schnattern und Klappern an denen, die von Fliegen Mücken Würmern und andern Insekten leben, einen süssen, silberhellen, angenehmen Ton, so wie die welche von Beeren und wilden Fruchten leben, haüfiger trillern, und die körnerfressenden weit vollklingenden und stossender in ihrem Gesängen sind.

10. Translate into English-

"Alle Fenster, Spiegel und Thüren mit grossen, zierlich mit Blumen durchwundenen Festons von Eichenlaub behangen, in der Mitte drei Kleine, mit Blumen, reich geschmückte und mit mancherlei Gaben und Geschenken beladene, altar-ähnliche Tische—vor diesen die drei lieblichen kinder meiner Tochter, Julie Stichling, alle drei in einem zierlich eingefassten Genie-Costüm, selbst bekränzt, und jedes in kindlich froher Befangenheit dem grossvater einen Kranz von Lorbeeren, Myrthen und auserlesenen Blumen darreichend—und um alles dies der Kreis meiner Kinder der Vater und die Mutter der drei Kleinen, meine beiden Töchter Caroline und Louise, meine erwachsenen Enkelinnen Amalie und Wilhelmine und die einzige Tochter meines verewigten Freundes Herder, Louise, die Tochter meines

^{1.} Decline throughout :---

Herzens, mir um ihres grossen Vaters und um ihrer selbst willen so lieb, als ob sie meine liebliche Tochter wäre, und mir und den Meinigen mit wahrer Kindlichen und schwesterlicher Liebe zugethan."

11. When is the English to be to be translated into German by werden, and when by sein?

- 12. In what cases is the subjunctive mood employed in German?
- 13. What is the force of the following words and particles when compounded with verbs :---be, ent, er, ver, zer?

Etalian.

Three hours.

REV. T. KELSH, Examiner.

I. Translate—

Caro Zio-Egli è pur tempo ch'io vi dia novelle di me, che è tanto ch'io non potei più scrivere a cagione delle guerre e dei casi che m'incolsero. Sappiate che fra Treviso e Carbonera fui ferito d'una palla di moschetto nel gallone più su del ginocchio, e per grazia di Dio non fur lesi punto i tendini e le arterie, e posso articolar bene il ginocchio e camminar dritto e spacciato come prima, sebbene sono ancor debole, e convien perciò che ritorni a casa. Ma io debbo in tutto la vita alla generosa pietà d'una uffiziale Croata. Questa fiera donzella, mentr'io giaceva sul campo mezzo disanguato, mossa da compassione mi recò agli alloggiamenti, ed ivi mi curò con tanto assidua e tenera diligenza, che Nanna mia sorella, non avria potuto far di vantaggio; e, guarito, mi ridono a libertà, lasciandomi il cuore pieno d'alta riconoscenza. Noi avevamo i Croati e tutti i tedeschi per barbari e crudeli: taccio di me e della mia nobile benefattrice; ma tutti i nostri che caddero feriti o prigionieri di guerra in mano loro, furon trattati con tanta umanità e cortesia che noi la predicheremo alto a tutta l'Italia Non vi saprei dire a mezzo i buoni tratti che ci porsero gli ufficiali, e persino il generale Nugent. l'ur egli sapeva punto per punto tutte le beffe, i sarcasmi che si stampano in Roma contro di lui, e ridendo ci diceva—Eh non si può negare che gl'Italiani sieno di genio piacevole; e se essi maneggiasser la spada come il pennello e la penna, guai a noi!—e cosi dicendo ci licenziava per le nostre case.

2. Parse the words in Italics.

- 3. Give gender and plural number of arbore frutto anello metropoli labbro dimane muro — strega — gru — ecclissi — uovo — mane — tema — riso — ala — margine — moglie gesto — noce — dittongo — affare — torre — mendico — oste — salvatico — provincia uomo.
- 4. Explain and give examples of the use of the particles si and ne.
- 5. Parse the following verbs :-- Sperso -- tacqui -- tragga -- riedano -- pinsi -- pasciuto -- munsi -- chieggo -- addotto -- alsi -- accortosi -- ponessi -- vengono -- odi -- olivi -- muojano.
- 6. Translate the sentences, and explain the use of the italicised particles:---Stimavasi avere in Firenze da novanta mila bocche tra uomini e femmine --- Venite da me --- Partire di Roma --- Leonardo da Vinci --- Bottiglia da vino --- Al levare del sole --- Egli dice di sì ---I piedi di dietro --- Mi valse a stare in sugli avvisi --- Che tu con noi ti rimanga per questa sera n'è caro --- Dì che venga a desinare con esso noi --- Chetamente ne ando per la camera ---Tutto a piè fattosi loro incontro ridendo disse.

7. Translate—

Suonar nel mio segreto odo una voce Che a sè mi tiene dubitando inteso, E non sento l'età fuggir veloce

In quella nota attonito e sospeso.

Così rapido scorre e inavvertito Il libro, quando per diversa cura In sè fermato l'animo e rapito Non procede coll'occhio alla lettura.

. Chi sei che parli sì pietoso e umile? Un lieto sogno della mente? () sei Misterioso spirito gentile, Che ti compiangi degli affanni miei?

Nella mestizia più benigno sorge,

E tesori di gioie a me rivela:

A me dubbioso e stanco aita porge,

E così meco parla e si querela.

8. Translate into Italian-

The outbursts of anger, of envy and pride, powerfully disturb the equilibrium of the humours, the system of the nerves, and at length frequently injure the mechanism of the body

Intemperance and incontinence are enemies that cause the greatest injury to man : they weaken his powers, deprive him of wealth, and injure that most precious boon, his health.

I am very sorry you lost your watch. It strikes me now that I ought to have done that before.

I found the little Italian song so charming, that I regret now not having committed it to memory.

I have heard it said that Italian is spoken very badly at Naples

It is not desirable that you bathe in this cold water.

The breaches were walled up with stone and lime.

She stood with gaping mouth, open arms, and dishevelled hair.

It will not become us to fight against so few.

They assist each other.

What are you all three looking for at this hour ?

Pure Mathematics.—I.

Three hours.

T. J. SMITH, M.A., Examiner.

ARITHMETIC AND ALGEBRA.

I.--1. State and prove the rule for addition of fractions in arithmetic.

Simplify
$$\frac{7\frac{1}{7} - 3\frac{1}{8}}{6 + 4\frac{3}{8}} \div \frac{5\frac{1}{3} + 1\frac{1}{7}}{6\frac{1}{7} - 2\frac{1}{2}}$$

2. Divide 72.5026 by 7.85, and 145.0052 by .00785.

Extract the square root of 574560900.

- 3. Find the discount on $\pounds 237$ 10s. paid two years before it becomes due, at 7 per cent. simple interest.
- 4. A man invests £153 14s. 4d. in the $3\frac{1}{2}$ per cents at 92, and £184 12s. $6\frac{1}{2}d$. in the $2\frac{1}{2}$ per cents at 85. Show that he will receive the same income as he would have received had he invested the whole sum in the 3 per cents at 90.
- 5. A box with a lid is made of planking $l_{\frac{1}{2}}$ in. thick. If the external dimensions be 3ft. 6in., 2ft. 6in., and 1ft. 9in., find how many square feet of planking are used in the construction.

II.—1. Divide
$$(x + y)^5 - x^5 - y^5$$
 by $x^2 + xy + y^2$;
also $a^3 - b^3 - c^3 - 3abc$ by $a - b - c$.

2. Simplify
$$a + \frac{b}{c + \frac{d}{e} + \frac{f}{\frac{f}{g + h}}}$$

3. Solve $\frac{1}{x} + \frac{1}{y} - \frac{1}{z} = 0$
 $\frac{1}{x} - \frac{1}{y} + \frac{1}{z} = 4$
 $\frac{5}{x} + \frac{1}{y} + \frac{1}{z} = 20$

4. Extract the square root of $\left(x^2 + \frac{1}{x^2}\right) + 4a\left(x + \frac{1}{x}\right) + 2\left(1 + 2a^2\right);$ also of $11 - 4\sqrt{6}$. $\frac{2x^5 - 11x^2 - 9}{4x^5 + 11x^4 + 81}$ 5. Simplify 6. Solve $(x + a)^{\frac{1}{2}} + (x + b)^{\frac{1}{2}} = (a - b)^{\frac{1}{2}}$

7. Solve
$$x^4 + 2x^3 - 11x^2 + 4x + 4 = 0$$
.

Pure Mathematics.—II.

Three hours.

T. J. SMITH, M.A., Examiner.

ALGEBRA AND GEOMETRY.

I.—1. Solve x + y + z = 6xy + yz + z = 11xyz = 6

2. Form the equation whose roots are the squares of the reciprocals of the roots of the

equation $ax^2 + bx + c = 0$.

3. If
$$\frac{y^2 - z^2}{b - c} = \frac{yz}{x}$$
 and $\frac{z^2 - x^2}{c - a} = \frac{zx}{y}$,
then will $\frac{x^2 - y^2}{a - b} = \frac{xy}{z}$.

4. How many roots has the equation-

$$\frac{a}{x+b} - \frac{b}{x+a} = \frac{c}{x+d} - \frac{d}{x+c}$$

when a + d = b + c, and what are they?

5. Show that 1331 is a cube number in any scale.

6. The third term of an A.P. is 8, and the fifth term is 14: find the sum of ten terms.

7. Insert two harmonical means between 1 and 16.

II.---1. Prove that the square on the hypotenuse of a rectangled triangle is equal to the sum of the squares on the sides.

Also, show how to prove this by superposition.

- 2. Prove that the square on the sum of two lines is equal to the square on their difference together with four times their rectangle.
- 3. Prove that equal chords in a circle are equally distant from the centre.
 - Find the locus of the points of bisection of the chords in a circle which cut off equal arcs.
- 4. Prove that the square on a tangent from any point to a circle is equal to the rectangle under the segments of any chord from that point.

Also, show how to prove this by the "method of limits."

5. Describe a regular pentagon about a circle.

Enumerate the regular figures that can be inscribed in a circle

Pure Mathematics.—III.

Three hours.

T. J. SMITH, M.A., Examiner.

GEOMETRY AND TRIGONOMETRY.

- I.--1. If similar figures be similarly described upon the three sides of a rightangled triangle, that on the hypotenuse is equal to the sum of those on the other sides.
 - 2. The sectors of any circle are to one another in the same ratio as the arcs on which they stand.
 - 3. Let ABC be a triangle, and let AD bisect the side BC: then $AB^2 + AC^2 = 2 (AD^2 + DB^2)$.
 - 4. If one of two parallel straight lines be perpendicular to a plane, the other is also perpendicular to it.

II.—1. Prove the formula $\frac{D}{180} = \frac{G}{200} = \frac{\theta}{\pi}$.

What is the unit of measurement when the sum of the measures of a grades and b degrees is c?

2. What distance in space is travelled in an hour in consequence of the earth's rotation by a person situated in latitude 60° ? (Earth's radius = 4000 miles).

3. If $3 \cos^2 \theta + 2\sqrt{3} \cos \theta = 5\frac{1}{4}$, show that there is only one value of $\cos \theta$, and find it.

- 4. Find a formula for all angles with the same sine as a. Solve completely $\sin^2\theta = \cos^2 a$.
- 5. Prove $\cos (A B) = \cos A \cdot \cos B + \sin A \cdot \sin B$. Prove $\tan 2A \cdot \tan 3A \cdot \tan 5A = \tan 5A - \tan 3A - \tan 2A$.
- 6. Prove that in any triangle

$$\frac{a-b}{a+b} = \frac{\tan \frac{A-B}{2}}{\tan \frac{A+B}{2}}$$

- 7. Solve the triangle b = 1450c = 6374 chains. $C = 100^{\circ} 37'$.
- 8. The length of a road in which the ascent is 1 foot in 5 from the foot of the hill to the top, is $1\frac{2}{3}$ miles. What will be the length of a zigzag road in which the ascent is 1 foot in 12?

9. If $2 \cos \theta - \cos 2\theta = a$, and $2 \sin \theta - \sin 2\theta = b$, prove that $(a^2 + b^2 - 3)^2 = 12 - 8a$.

Matural Philosophy.

Three hours.

T. J. SMITH, M.A., Examiner.

- 1. Explain the terms motion velocity acceleration mass weight force energy work inertia.
- 2. State Newton's laws of motion, and show how to deduce from them the triangle of forces and the triangle of velocities.
- 3. Forces of 3, 4, 5, 6 lbs. act respectively along the straight lines drawn from the centre of a square to the angular points taken in order. Find their resultant.
- 4. Explain the terms couple, moments, centre of parallel forces, centre of gravity.
 - Parallel forces of 1, 2, 3 lbs. act on a bar at distances 4, 6, and 7 inches respectively from one end. Find their centre.
- 5. Describe the lever, and explain its principle of action.

A lever is in equilibrium under the action of the forces P and Q, and is also in equilibrium when P is trebled and Q is increased by 6 lbs. Find the magnitude of Q.

- 6. Prove the formula $s = \frac{1}{2} ft^2$. Two bodies are let fall from the same point at an interval of one second. Find how many feet they will be apart at the end of five seconds from the fall of the first.
- 7. Find the locus of the centres of gravity of all triangles upon the same base and between the same parallels.
- 8. Prove, for uniform circular motion, the formula $f = \frac{v^2}{r}$.
- 9. Define density and specific gravity; and explain some of the more ordinary methods of finding the specific gravity of a body.
- 10. Explain and prove the doctrine of the equal transmissibility of fluid pressure.
- 11. Compare the pressures on the base and sides of a cube filled with liquid.
- 12. Define centre of pressure ; and find the centre of pressure of an isosceles triangle with its apex in the surface of the liquid and its base horizontal.

Bon=metallic Chemistry.

Three hours.

T. J. SMITH. M.A., Examiner.

- 1. What reasons can you give for supposing that equal volumes of all gases and vapors contain at the same temperature an equal number of molecules?
- 2. The density of H compared with air is 0693, the density of Cl. is 2:46. Find from these data the atomic weight of Cl. Give the reasons for the process.
- 3. Give any reasons that you can for considering air to be a mixture and not a compound.
- 4. How would you proceed to determine the *atomic weight* of an element which cannot be examined in the gaseous state?
- 5 Describe the analytical and synthetical methods used to shew the composition of water.
- 6. Explain the use of the terminations ide, ic, ous, ite, ate, as applied to the names of salts, and *ic, ous* as applied to the names of acids.
- 7. What substances are found when C, P, and S are respectively burned in an excess of O, and what are the chief properties of each?
- 8. Indicate how you would proceed in order to find the volumes of H and N in any given volume of NH₃. How does NH₃ come to be present in the atmosphere?
- 9. State and explain three methods of obtaining H. Equations of reactions to be given.
- 10. Give the physical and chemical properties of any two of the following :----

(<i>a</i>)	N.	<i>(c)</i>	S.
(b)	I.	(d)	H.

- 11. What weight of C is needed for the formation of 88 grs. of CO_{2} ? What is the volume of this amount of CO₂ at O^o C. and 29 inches of the barometer?
- 12. An acid body, capable of being saturated by a molecule of KHO, on being analysed is found to have the following percentage composition; viz.-

\mathbf{C}	=	40.00
Ħ		6.66

$$0 = 53.34$$

From these numbers calculate an *Empirical* formula, and state how you would proceed to find a Rational formula.

Zoology and Botany.

Three hours.

T. J. SMITH, M.A., Examiner.

- 1. Explain fully the uses of the atmosphere to plants.
- 2. Describe a typical growing cell, and explain the changes which must occur in it that it may form—

 - (a) A cell in the cambium,
 (b) A cell with bordered pits,
 - (c) An ordinary dotted vessel.
- 3. Describe the different tissues found in the stem of an endogenous plant, and draw a rough diagram illustrating their relative positions. Is the word "Endogenous" rightly applied to these stems?
- 4. Name in a tabular form the different kinds of *indefinite infloresence*, and mention plants which exhibit each of these different kinds.
- 5. Describe the structure of a dicotyledonous seed, and explain the changes which take place in the development of this from the fertilised ovule.
- 6. Name, in their order, all the classes of animals according to any system which you may know.
- 7. Describe briefly the different forms of nervous system found in the classes of Invertebrata.
- 8. Describe the different parts of the mouth of --(a) a butterfly, or (b) a beetle.
- 9. Describe the chief points of dissimilarity between Fishes, Frogs, and Reptiles.
- Eider-duck, Reindeer, Rattlesnake, Camel, Sandal-wood, Eucalyptus, Sago-palm, Tree-fern.

Geology.

Three hours. T. J. SMITH, M.A., Examiner.

1. Explain the cause of the tides. What are Neap tides?

- 2. Give a general description of a Volcanic Cone, explaining the mode of its formation, and the fact that the sides are inclined at the same angle in all cones. What are the chief zones of volcanic action as known at present?
- . 3.

(a) Explain the cause of the Trade Winds, and account for their direction.(b) Why is the Zone of Calms and Variables chiefly North of the Equator ?

- 4. Explain fully the difference between an Insular and Continental Climate, and account for their difference. Mention any causes which you may know that affect climate.
- 5. Account for the present geographical distribution of plants and animals, paying special attention to the Australian and South American fauna.

6. Give an explanation of the origin of---

(a) Slate. (b) Sandstone. (c) Coal. (d) Marble.

- 7. What is a Glacier? How do you account for the movement exhibited by them? Give any instances that you can of land shewing evidence of their action in past geological ages.
- 8. Account for the origin of Coral Islands.

What are (a) fringing and (b) barrier reefs?

- 9. Explain the origin of "Mineral Veins."
- 10. Give briefly the characteristics of the following animals, and name the formations in which they occur :
 - (a) Trilobites. (b) Enaliosauria. (c) Pterodactyl. (d) Megatherium.
- 11. Give any instances that you can from Palæontology to illustrate the changes of climate in the world during the Tertiary Period.
- .12. Identify the following Rocks and Fossils. (Eight numbered specimens to be put before the . Students.)

Brawing.

H. HUNTER, Esq. Examiner.

No. 1.—FROM THE FLAT.

One hour and a half.

Draw the outline subject given, to the size of the original, but without recourse to any measurements whatever.

No. 2.-FROM MODELS.

One hour and a half.

Sketch the objects arranged before you, and shade as far as time will permit.

No. 3-Perspective.

Three hours.

Draw the following figures to the given scale: -

(a) A rectangular vertical plane 8 feet high and 7 feet wide, at right angles to, and the nearest edge 4 feet within, the "picture plane" 10 feet to the right of the "centre," height of eye 5 feet, "distance" 15 feet.

(b) In the centre of the above figure, show another plane 4 feet square.

- 2. A wall, the face of which is 2 feet within the "picture" and parallel to it, has a recess 8 feet high with semicircular head, 4 feet wide, and 3 feet deep. In the recess are three stone shelves 3 inches thick, the full depth of recess, and placed at equal distances in height, between floor and springing of arch. The "centre of vision" is to be the centre of the recess, "horizontal line" $4\frac{1}{2}$ feet from floor, and distance 10 feet. Show all the lines and angles of the recess and shelving.
- 3. A circular pillar on a square base, and surmounted by a square cap. The faces of base and cap are drawn and supposed to touch the "picture plane." A plan is also drawn (in red lines) of the square base and circular pillar. Complete the perspective representation of the figure. The "centre" C and "distance" D are marked on the "horizontal line."
- 4—(a) A geometrical elevation of a doorway is drawn, comprising two square upright stones, and a horizontal one of same dimensions resting upon them, all touching the "picture plane." The "centre" C and "distance" D are marked on the "horizontal line." Show this figure in perspective.

(b) Represent a similar figure to same size, at the distance within the "plane," marked A on the ground line.

Rule all the lines of the figures firmly, and dot in all constructional ones.

TASMANIAN COUNCIL OF EDUCATION.

Hobart, 15th April, 1885.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1886.

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 1886.

. 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.

That in the year 1886, and in each subsequent year, the examinations for the Degree of Associate of

Arts be held on such days in the month of June as the Council may from time to time fix and determine. That the 1st day of June in the year 1886, and in each subsequent year, be fixed and appointed as the day upon which the ages of Candidates for the Degree of Associate of Arts be ascertained and computed in those years.

The notice which, by the 27th Section of "The Tasmanian Council of Education and Scholarship Act," (22 Vict. No. 21), is required to be given by Candidates for the Degree of Associate of Arts, shall be at least one month next before the first day of June in the year in which such Candidate desires to attend for examination.*

Every Candidate must, at the time of forwarding his or her application for admission to the Examination, pay a fee of 2s. 6d. for each subject selected.

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 Classattained.

Candidates who at any Examination for the Degree of Associate of Arts have passed in any of the subjects, though failing to obtain the Degree, shall be entitled to receive a Certificate in the following form :-

CERTIFICATE OF SUBJECTS PASSED IN THE EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.

CERTIFICATE OF SUBJECTS PASSED IN THE EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS. 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, English being one: and whereas Candidates who at any Examination for the said Degree have passed in any subject are entitled to receive a Certificate thereof: and whereas the Candidate hereinafter named has passed in certain of the said subjects, although he (or she) has not succeeded in 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 negative that is to say) 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, at least, including English, the Candidate must pass : -

1. English.	8. The Elementary Principles of Hydrostatics-
2. Latin.	and Mechanics.
3. Greek.	9. The Elements of Chemistry.
4. French.	10. Zoology and Botany.
5. German.	11. Geology.
6. Italian.	12. Drawing.
7. Pure Mathematics.	13. Music.

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.

*Printed Forms of notification may be had on application to the Secretary.

President. Secretary.

SCHEME of Examination for the Year 1886.

1. ENGLISH.—Language.—The Candidate will be examined in English Grammar and in Shahespeare's Coriolanus, and will be required to write a short original composition, or an essay 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. Livy, Book II.; Virgil, Georgics, Book I.; Horace, Odes, Book III. Passages for translation from other Latin authors, and a passage of English for translation into Latin Prose and Verse.

3. GREEK.—Grammar. Xenophon, Anabasis, Book II.; Euripides, Phænissæ. 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.—(") 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

	F	`ull Marks obtainable.
	(Language	. 600
1.	English { History	. 250
~•	Geography	250
2.	Latin	. 800
3.	Greek	. 800
4.	French	. 550
5.	German	. 550
6.	Italian	. 550
~	Dura Mathematic (a) Arithmetic and Algebra	. 500
1.	Fure Mathematics $i(b)$ 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
	Marks.	
	Standard for First Class	
	Standard for Second Class	

Standard for Third Class 1350

WILLIAM THOMAS STRUTT, GOVERNMENT PRINTER, TASMANIA.

MUSIC

DEGREE OF ASSOCIATE OF ARTS 1886

Examiner Rev. Walter Miller, Mus. Doc., M.A.

THREE HOURS

I Write a tonic chord in each of these keys, giving the proper signature of each. I sharp minor, B minor, B flat minor, C sharp major.

II Transpose this melody into the key of A major, putting it into the G clef.



IM Write a melody of eight bars length in compound triple time. IX Write a brief account of the history of Musical Notation.

- X Explain these terms :- Relative minor, Sforzando. Obbligato. Iriad Canon. Portamento. Tierce de Picardie. Alla capella Plagal cadence. Obligue motion Sonata. Musette. Toccata. Tarentella.
- XI Write a brief account of two of the following: Guido d'Arezzo . Tallis Haydn. J.S. Bach . Handel . Palestrina .