

(No. 12.)



1866.

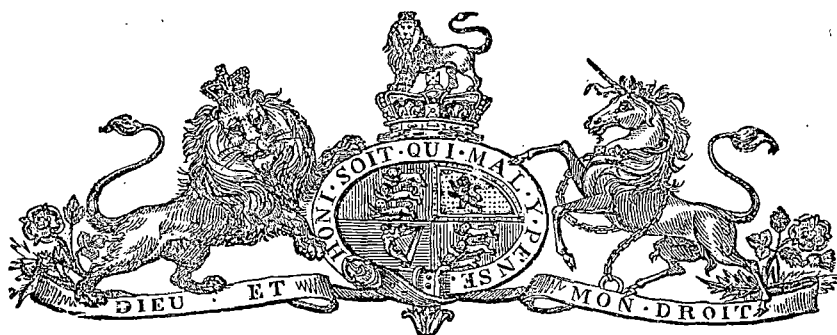
T A S M A N I A.

LEGISLATIVE COUNCIL.

EXHIBITIONS TO SUPERIOR SCHOOLS.

EXAMINERS' REPORTS FOR 1864, 1865, AND 1866.

Laid upon the Table by Mr. Whyte; and ordered by the Council to be printed,
July 31, 1866.



*Tasmanian Council of Education,
Hobart Town, 20th June, 1864.*

EXHIBITIONS TO SUPERIOR SCHOOLS.

THE Council of Education have directed the publication of the following Report of the Examiners appointed to conduct the Examination of Candidates for Exhibitions to Superior Schools.

In accordance with the recommendation of the Examiners, the Council have awarded two Exhibitions of the value of £50 each, to

HENRY P. KNIGHT, and
EDWIN HUGHES,

subject to the conditions laid down in the Council's Regulations, dated 20th July, 1863.

By Order of the Council,
MURRAY BURGESS, *Secretary.*

REPORT OF EXAMINERS.

Hobart Town, 14th June, 1864.

WE have the honor to lay before the Council of Education a Report of the Fifth Annual Examination of Candidates for the Exhibitions granted by the Council.

Before the commencement of the Examination, we determined to make a slight alteration in the Scale of Marks which had guided the Examiners of last year. It appeared to us that the proportionate value of the different subjects would be better estimated by assigning somewhat more to Greek, and somewhat less to Arithmetic and Algebra. We accordingly resolved to assign 150 marks to Greek (as to Latin) instead of 100; and 200 to Arithmetic and Algebra instead of 250. The Council will observe that, by this arrangement, the total of previous years (1200 marks) is left undisturbed, while the value of the various branches of the Examination is as follows:—The Ancient Classics, 300; Arithmetic and Mathematics, 300; English and French, 300; History and Geography, 300. At the same time, it may be well to point out to any of the Candidates or their friends who may possibly complain of the disturbance of a scale which, however, has never been absolutely fixed, that the final order of the names of this year's Candidates would have been precisely as it is, had last year's scale been adhered to, though the number of marks assigned to each would, of course, have been slightly different.

The Examination occupied four days, of six hours each; viz., the 6th, 7th, 8th, and 9th of June. The number of Candidates presenting themselves was the same as last year, 18; of whom three were examined in Launceston by the kind and attentive co-operation of the Rev. F. Hales and Mr. George Browne, who received our Papers from us, superintended the Candidates' work (which went on simultaneously with that of the fifteen examined in Hobart Town), and forwarded to us the answers day by day.

With two exceptions only, every one of the Candidates offered himself for examination in *all* the subjects prescribed: the exceptions being that one Candidate declined to be examined in Greek, and another in French.

By mutual consent, the subjects of the Examination were divided between the two Examiners; one undertaking Latin, English, Euclid, and Geography; the other, Greek, French, Arithmetic and Algebra, and History. The remarks which follow upon each subject are, consequently, signed by the initials of its Examiner, to indicate his special responsibility.

LATIN.—About half of the Candidates acquitted themselves creditably in this subject, though for the most part with some surprising inaccuracies in the more elementary questions, and with such blunders as false concords and confusion of Syntax occurring in their answers every here and there. Also it must be remarked, that even those Candidates who came out well (and some few did very well) in the translations from Latin into English, proved unequal to the task of rendering a few simple English sentences into Latin; the only respectable attempts being made by Buckland, Dowling, and Knight. Hall, however, gained high marks by his elementary work, and both Hall and Hughes translated the passages from Cæsar and Virgil with neatness and care.—F. H. C.

GREEK.—In this subject Knight and Buckland showed that they had read carefully the book prescribed, and acquitted themselves very well; the former attaining more than two-thirds of the full number of marks. The knowledge displayed by the rest was slight, and generally inaccurate. Comparing the work, however, with that of former years, there is some improvement, sufficient to justify the greater difficulty of the questions, and the increase in the number of marks assigned to the subject. For though the Paper was harder than formerly, the number who attempted it was much larger, the general quality of the answers a little better, and the attainment of one, at least, greatly beyond the results of previous Examinations.—A. D.

ENGLISH.—Several of the boys did well in this subject, the best being Buckland and Hughes, whose marks were equal; and, not far behind them, Burgess, Knight, Staples, Dowling, and Robinson. Several Candidates, otherwise doing well, lost marks by want of care in attending to the precise bearing of the questions: *e.g.* by giving “prefixes” when “affixes” were asked for,—a mistake made in no less than eight papers. A few of the papers were disfigured by very bad spelling, slovenly writing, and ungrammatical expression; but the work of the majority, in this as in other subjects, was remarkable for its neat and orderly form.—F. H. C.

FRENCH.—Knight, Butler, and Dowling showed a pretty good knowledge of this subject. Some others answered the easier questions accurately; but the work of the greater number was of very little value.—A. D.

EUCLID.—Hughes and Dowling worked out the whole of the Euclid Paper with great care and accuracy, gaining nearly full marks; and Knight and Robinson did well; while the *quality* of the work done by Whitesides (who only attempted five questions, yet gained the fifth place) was so good that his name also deserves to be mentioned. Of the rest but little can be said. No less than *nine* of the eighteen Candidates gained less than 20 of the 100 marks at which the paper was valued, although some of them attempted at least seven of the ten questions set. It was too evident that the failure in these cases was caused by an absolute ignorance of the very nature of a mathematical proof, and that many of the boys, though professedly “doing Euclid” at school, had probably never mastered the real *meaning* of a single proposition. The confusion of the mere terms used,—as, for example, *triangle* for *angle*, and *vice versâ*,—was also a remarkable feature in these papers.—F. H. C.

ARITHMETIC AND ALGEBRA.—These two subjects, which had been kept distinct in former years, were treated as one subject in this Examination. Few or none of the Candidates failed entirely in it: some of them answered nearly every question, and the average value of the work done was very fair. Staples deserves special mention, and the answers of Knight, Hughes, Heron, Robinson, and Israel entitle them to much credit.—A. D.

GEOGRAPHY.—The Geography Paper was well done by most of the Candidates,—badly, by only two or three. Buckland, Butler, Staples, Knight, and Hughes gained about two-thirds of full marks. Hall and Dowling also did well, but Dowling did not attempt the last two questions on the paper, though the last certainly must have been within his knowledge, and would have gained him many marks. Young Candidates in public Examinations do not sufficiently consider how much may depend upon their resolving *to do all that they can*, and not to leave a paper till they have exhausted their power of answering it.—F. H. C.

HISTORY.—The answers of a few were either scanty or full of errors, but the average value of the work was pretty good. Hughes answered remarkably well; and the work done by Buckland, Butler, Davis, and Burgess was very creditable.—A. D.

As the general result of the Examination, we find that Henry P. Knight and Edwin Hughes stand at the head of the list, and have gained respectively 757 and 715 marks. We believe them to be well worthy of the Exhibitions offered, and accordingly recommend them to the Council.

We also think that the names of the seven Candidates who come next to them in orders,—Buckland, Dowling, Staples, Robinson, Butler, Burgess, and Hall,—ought to be published, as

having attained an honorable place in the Examination. The lowest of them has gained more than 400 marks. In order that the standard of honorable distinction may be raised (as the acquirements of Candidates are evidently being raised) from year to year, we would not recommend the publication of names below this number, although in previous years such publication has been allowed.

We trust we may be permitted to congratulate the Council, and all who take an interest in the important work over which they preside, upon the continued signs of progress which these Examinations exhibit. That progress must needs be an indication of a more unobserved improvement in the general instruction of our youth. Nor is it uninteresting to remark, as an encouragement to those who may hereafter compete for these honors, that of the two Candidates now gaining the highest place, one held the 8th and the other the 10th place in the Examination of last year. It is not too much to say that had they not then gone in to do their best, although with the prospect of defeat, they would not have gained the experience which has helped them now to win. Also, we would call attention to the fact that Edwin Hughes had already in a previous year been the successful Candidate for the Exhibition offered by the Board of Education. He has thus evidently been learning to succeed by the steady perseverance of several years. And this, whether for boys or men, must needs be regarded as among the main lessons of life.

FREDERICK H. COX, B.A.

ARTHUR DAVENPORT, B.A.

TABULATED RESULTS.

No.	NAME.	AGE.		SCHOOL.	TEACHER.	English Language.	French.	Latin.	Greek.	Arithmetic. and Algebra.	Euclid.	Geography.	History.	TOTAL.
		yrs.	mts.											
				[Maximum No. of Marks.....]		200	100	150	150	200	100	150	150	1200
1	Knight, Henry P...	13	9	Hutchins School, Hobart Town	Buckland, J. R., Rev.	103	64	103	109	140	68	104	63	757
2	Hughes, Edwin....	13	11	High School, ditto	Harris, R. D., Rev.	122	30	80	36	136	90	102	119	715
3	Buckland, John N..	13	11	Hutchins School, ditto	Buckland, J. R., Rev.	122	43	93	64	96	26	118	100	662
4	Dowling, Henry E. F.	13	4	Private School, Launceston	Maxey, E.	91	51	98	44	111	87	71	68	621
5	Staples, George W..	13	1	Private School, Hobart Town	Ireland, A.	102	32	60	18	151	22	105	75	565
6	Robinson, Samuel C.	13	5	High School, Hobart Town	Harris, R. D., Rev.	91	7	61	19	127	68	59	79	511
7	Butler, Edward H..	13	2	Hutchins School, ditto	Buckland, J. R., Rev.	77	58	62	11	56	19	109	99	491
8	Burgess, Murray...	12	5	High School, ditto	Harris, R. D., Rev.	108	20	42	24	82	19	59	93	447
9	Hall, Charles	13	1	Hutchins School, ditto	Buckland, J. R., Rev.	83	26	101	-	86	7	84	43	430
10	Trice, Frank J....	13	0	High School, ditto	Harris, R. D., Rev.	87	25	51	17	80	5	48	45	368

EXAMINATION PAPERS.

LATIN. *Monday Morning, 6th June, 1864.*

[Three hours.]

Rev. F. H. Cox, B.A., *Examiner.*

1. Decline *mulier, turris, cadaver, locus, brevis*.
2. Give the exact meanings of the participles (active and passive) of any verb; and write down those of *video, pono, subigo, jubeo*.
3. Name six prepositions that govern an accusative, and six that govern an ablative; and construct two sentences, containing a preposition of one and of the other class, respectively.

4. What cases are governed by verbs signifying *to persuade, to pardon, to remember, to enjoy*? Give an example of each.

5. Translate into English—

Ultro flens ipse videbar
Compellare virum, et mœstas expromere voces :
O lux Dardaniæ ! spes O fidissima Teucrûm !
Quæ tantæ tenuere moræ ? quibus Hector ab oris
Expectate venis ?

Distinguish between *ultro* and *sponte*. Parse *oris* and *venis*. Of what other meaning and parsing are these two words capable, supposing them detached from any sentence ?

6. Translate into English—

Dextræ se parvus Iulus
Implicuit, sequiturque patrem non passibus æquis ;
Pone subit conjux. Ferimur per opaca locorum ;
Et me, quem dudum non ulla injecta movebant
Tela, neque adverso glomerati ex agmine Graii,
Nunc omnes terrent auræ, sonus excitat omnis,
Suspensum, et pariter comitique onerique timentem.

Explain the construction 'opaca locorum.'

7. Translate into English—

Romanos neque ullam facultatem habere navium, neque eorum locorum, ubi bellum gesturi essent, vada, portus, insulasque novisse ; ac longè aliam esse navigationem in concluso mari atque in vastissimo atque apertissimo Oceano, perspiciebant.

8. Translate into English—

Hos illi Soldurios appellant ; quorum hæc est conditio, uti omnibus in vitâ commodis una cum his fruantur, quorum se amicitiae dederint : si quid iis per vim accidat, aut eundem casum una ferant, aut sibi mortem consciant : neque adhuc hominum memoriâ repertus est quisquam, qui, eo interfecto, cujus se amicitiae devovisset, mori recusaret.

9. State accurately the meanings of—

Agmen, lingula, portorium, primopilus, vinea, sub coronâ venditi ; and of amens, præceps, delubrum, stuppea vincula, tabulatum, numen ; pointing out the derivation where required.

10. Translate into Latin—

- (1.) I have no want of money.
- (2.) My father writes that he will return to Tasmania shortly.
- (3.) Cæsar sent forward his cavalry, and followed with all his forces. [Shew how the first clause may be variously rendered.]
- (4.) Ought you not to have gone away, when it was evident that you were not doing good to any one ?

GREEK. *Monday Afternoon, 6th June, 1864.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. Decline the plural number of ὄς, and σύ, and the nouns αἶμα and πόλις throughout.
2. Decline the fut. indic. of εἰμί, the tense ἐπεμψα, and the participle κληθείς.
3. Translate into English—

- (1.) Σόλων ἀποβαλὼν νῖδον ἔκλαυσεν. Εἰπόντος δέ τινος πρὸς αὐτὸν, ὥς οὐδὲν προὔργου ποιεῖ κλαίων, δι' αὐτὸ γάρ τοι τοῦτο, ἔφη, κλαίω.
- (2.) Ἐρωτηθεὶς, πῶς ἂν προκόπτοιεν οἱ μαθηταί, ἔφη, ἐὰν, τοὺς προέχοντας διώκοντες, τοὺς ὑστεροῦντας μὴ ἀναμένωσιν.

- (3.) Λυκοῦργος πηρωθεὶς ὑπὸ τινος τῶν πολιτῶν ὀφθαλμῶν τὸν ἕτερον, καὶ παραλαβὼν τὸν νεανίσκον παρὰ τοῦ δήμου, ἵνα τιμωρήσαιο, ὅπως αὐτὸς βούληται, τοῦτου μὲν ἀπέσχετο, παιδεύσας δὲ αὐτὸν, καὶ ἀπόφηνας ἄνδρα ἀγαθόν, παρήγαγεν εἰς τὸ θέατρον. Θαυμάζόντων δὲ τῶν Λακεδαιμονίων, τοῦτον μέντοι λαβὼν, ἔφη, παρ' ὑμῶν ὑβριστὴν καὶ βίαιον, ἀποδίδωμι ὑμῖν ἐπεικὴ καὶ δημοτικόν.
- (4.) Ἡ Βρασίδου μήτηρ, ὡς ἀφικόμενοί τινες τῶν ἐξ Ἀμφιπόλεως εἰσῆλθον πρὸς αὐτήν, ἠρώτησεν, εἰ καλῶς ὁ Βρασίδης ἀπέθανε, καὶ τῆς Σπάρτης ἀξίως; Μεγαλυνόντων δὲ ἐκείνων τὸν ἄνδρα, καὶ λεγόντων, ὡς οὐκ ἔχει τοιοῦτον ἄλλον ἢ Σπάρτη, μὴ λέγετε, εἶπεν, ὦ ξένοι· καλὸς μὲν γὰρ ἦν καὶ ἀγαθὸς ὁ Βρασίδης, πολλοὺς δ' ἄνδρας ἢ Λακεδαίμων ἔχει κείνου κρείττονας.

In (1), what is the force of γάρ? In (2), explain the meaning of προκόπτω. In (3), parse τιμωρήσαιο. In (4) parse ἀπέθανε. Explain the accent on the final syllable of ἀφικόμενοί.

4. Translate into Greek—

- (1.) A woman had a hen that laid her an egg every day.
- (2.) He said, it was better to make rich than to be rich.
- (3.) We have learnt nothing from you.

5. Write the Greek roots contained in the following words, assigning to each root its meaning :— epidemic, panorama, Naples, apology, epoch, eclipse, practice, arithmetic, photograph, cemetery, misanthropy, grammar.

ENGLISH GRAMMAR AND LANGUAGE.

Wednesday Morning, 8th June, 1864.

[Three hours.]

Rev. F. H. Cox, B.A., Examiner.

1. What is the general rule for the formation of the plural of nouns? and what are its principal modifications?
 2. Write down the *nominative*, *possessive*, and *objective*, *plural*, of the personal pronouns.
 3. Give the *past tense*, and the *complete participle*, of the following verbs—to strike, to lay, to lie, to win, to wear, to loose, to do, to come.
 4. What are the principal sources of the English language? and what classes or kinds of words are severally to be ascribed to these sources?
 5. Mention (with examples) a few of the principal Saxon, Latin, and Greek affixes which are used to form English derivative nouns.
 6. Distinguish between the *subject* and the *predicate* of a sentence; and shew by examples how the predicate may be *extended*.
 7. “The *Library* contains a large number of *volumes*, some of which are old *parchment manuscripts*, *illegible* except to *literati*, so *rude* and *mysterious* are their *characters*. But the majority are the ordinary *paper books*, printed in various *styles* of *typography*. Here is food for the *appetites* of all readers, from the mere *saunterer* who delights in *novels* and *romances*, to the *mathematician*, who finds *beauty* in a *geometrical curve*, and *truth* in the *calculations* of *Algebra*.”—Write short etymological notes upon the words printed in italics.
 8. Correct the errors of style, grammar, spelling, and punctuation in the following :—*A.B.* as been in the *Imploy*, of *Messers. C.D.* for a limitted period and in wich his *Servises*, where purformed entirley too our sattsifaction and can reccomend him, to Any one that might recquire the ocasionall asistance, of sutch an Individuall upon there Establishment.”
 9. Write a simple account of the various methods by which artificial light and heat are produced.
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FRENCH. *Wednesday Afternoon, 8th June, 1864.*

[Three hours.]

Rev. A. DAVENPORT, *Examiner.*

1. Change the following phrases into the plural number; viz.—l'œil, un cheval, un beau tableau, le bon enfant.
2. How are degrees of comparison expressed with French adjectives? Write in French: The rose is more beautiful than the tulip. She is the youngest of my sisters.
3. How are the several conjugations of verbs distinguished? To which of them do most verbs belong? Decline the following tenses: Je porterai, je sentis, que j'aperçusse, je crains, habille-toi.
4. Translate into English:

Il me les a donnés.
Vous ne nous en avez pas encore envoyé.
Peu s'en est fallu qu'il n'ait réussi.

5. Translate into English the following extract from a Comedy:

Cléonte.—Monsieur, je n'ai voulu prendre personne pour vous faire une demande que je médite il y a longtemps. Elle me touche assez pour m'en charger moi-même, et, sans autre détour, je vous dirai que l'honneur d'être votre gendre est une faveur glorieuse que je vous prie de m'accorder.

M. Jourdain.—Avant que de vous rendre réponse, monsieur, je vous prie de me dire si vous êtes gentilhomme.

Cléonte.—Monsieur, la plupart des gens, sur cette question, n'hésitent pas beaucoup; on tranche le mot aisément. Ce nom ne fait aucun scrupule à prendre, et l'usage aujourd'hui semble en autoriser le vol. Pour moi, je vous l'avoue, je trouve que toute imposture est indigne d'un honnête homme, et qu'il y a de la lâcheté à déguiser ce que le ciel nous a fait naître. Je vous dirai donc franchement que je ne suis point gentilhomme.

6. What language was spoken by the ancient Gauls before the invasion of the Romans? From what language is French chiefly derived? What is meant in the history of the language by the *langue d'oïl*, and the *langue d'oc*? State which of these dialects has contributed most to the formation of the French language, and assign the reasons.
7. Translate into French: I speak to you. I am not going thither. Are your brothers gone out? Do not give him any of it. Are you sorry? Yes, I am.
8. Translate into French:

There are but few men who are not ambitious of distinguishing themselves in the nation or country where they live, and of growing considerable among those with whom they converse. The poorest mechanic gets him his set of admirers, and delights in that superiority which he enjoys over those who are in some respects beneath him. This ambition, which is natural to the soul of man, might receive a very happy turn; and, if it were rightly directed, contribute as much to a person's advantage as it generally does to his uneasiness and disquiet.

EUCLID. *Tuesday Afternoon, 7th June, 1864.*

[Three hours.]

Rev. F. H. COX, *B.A., Examiner.*

1. Give Euclid's definitions of a plane superficies, a circle, an isosceles triangle, an acute-angled triangle, parallel straight lines. What is meant by a postulate?
2. Prove that the angles at the base of an isosceles triangle are equal to one another.
3. Bisect a given rectilineal angle.
4. Prove that, if two straight lines cut one another, the vertical or opposite angles are equal.
5. Make a triangle of which the sides shall be equal to three given straight lines, of which however any two must be greater than the third. Why is this condition added?

6. If a straight line fall upon two parallel straight lines, what relations ensue between the different angles? (It will be sufficient to illustrate this by a figure, without going into the proof.)
7. Prove that the opposite sides and angles of a parallelogram are equal to one another; and that the diagonal bisects it.
8. Describe a square upon a given straight line.
9. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.
10. Divide a given straight line into two parts, so that the rectangle contained by the whole line and one of the parts shall be equal to the square of the other part.

ARITHMETIC AND ALGEBRA. *Tuesday Morning, 7th June, 1864.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. Express by figures the number ten millions thirty thousand and forty, and by words 101010010.
2. Find the sum, difference, and product of the numbers 209 and 3553. How many times must the former number be taken to amount to the latter?
3. What is the cost of 3cwt. 1qr. 17lbs. at 2s. 6d. a lb?
4. Find the sum, difference, and product of $\frac{2}{3}$ and $\frac{2}{7}$.
5. Find the sum, difference, and product of 1.9 and 2.001.
6. Divide 0.06 by 60, 1.001 by 100, and 0.454545... by 0.121212...
7. Divide £576 16s. 0d. among four persons so that, for every pound the first has, the second may have three pounds, the third five pounds, and the fourth seven pounds.
8. What is the difference between the interest of £50 19s. 0d. for 7 years at 3 per cent., and for 8 years at $2\frac{1}{2}$ per cent.?
9. When $a=1$, $b=2$, $c=5$, find the value of the following expressions: abc , $\frac{a}{b} - \frac{b}{c}$, $b^2 - a^2$, $(a+b)(b+c)$, $b+c-(2b-3a)$.
10. Find the square of $a^{\frac{2}{3}} - a^{\frac{1}{3}}$.
11. Divide $a^4 - 81$ by $a - 3$.
12. Find the square root of $a^{2m} - 4a^{m+n} + 4a^{2n}$.
13. Solve the following equations:

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

$$\frac{x}{a} + \frac{x}{b} = c.$$

$$\sqrt{x} + \sqrt{x - \sqrt{1-x}} = 1.$$

$$x^2 + \sqrt{x^2 - 5} = 11.$$
14. Of two persons, whose ages differ by 20 years, one is as much above 25 as the other is below it. Find the age of each.
15. *A boy spent his money in oranges. If he had got 10 more for his money, they would have cost a halfpenny each less; if 5 less, a halfpenny each more. How much did he spend?
16. Shew how to find the sum of a Geometric Series continued to infinity. Find the sum of the series $\frac{5}{3} + 1 + \frac{3}{5} + \&c.$ ad infn.

* This question as given contained an error.

GEOGRAPHY. *Thursday Afternoon, 9th June, 1864.*

[Three hours.]

Rev. F. H. Cox, B.A., *Examiner.*

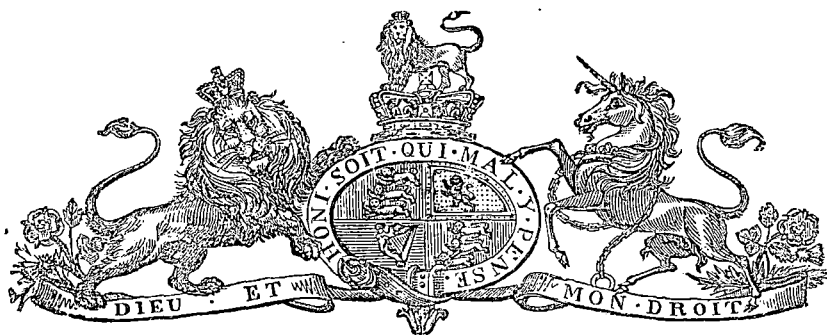
1. State the distance of the Tropics from the Equator, explaining the meaning of both terms.
2. What do you understand by the terms *table-land*, *prairie*, *watershed*, *promontory*, *archipelago*, *typhoon*, *monsoon*?
3. By what circumstances is the climate of any country affected?
4. Name the principal islands of the Mediterranean, and describe their positions.
5. How is it that some rivers are more easily navigable than others? Give examples.
6. What natural causes tend to make England a manufacturing country?
7. What are the chief physical characteristics of Holland, Switzerland, Norway?
8. What are the principal objects of culture in Asia, and to what districts do they severally belong?
9. From what countries are the following articles exported—raw cotton, sugar, timber, hardware, wool, wine, spices, opium, gutta percha, porcelain?
10. In what parts of the world are the llama, the reindeer, the gorilla, the condor, the kangaroo, the salmon, indigenous?
11. Name the principal Northern and Southern "States" of North America; and describe the positions of New York, Washington, and Charleston.
12. Where are Adelaide, Leyden, the Hartz Mountains, Jamaica, Valparaiso, the Caucasus, the Po, Bass's Straits, Strasburg, Otago, Chicago, Limerick?

HISTORY. *Thursday Morning, 9th June, 1864.*

[Three hours.]

Rev. A. DAVENPORT, *Examiner.*

1. Who was Zeruiah? Name the sons of Zeruiah. Relate briefly the career and death of Joab.
2. Describe the sin of Jeroboam, its motives, and consequences.
3. State some particulars of the battles of Marathon, Thermopylæ, Salamis, and Mycale.
4. Relate the career of Alcibiades, Pausanias, and Nicias.
5. Give the date and some particulars, of the battle at Ægospotami. What were its consequences?
6. Give the dates of the beginning and end of the several Punic Wars.
7. Relate summarily the events of the second Punic War from its commencement to the revolt of Capua.
8. Give a short account of Regulus and the elder Scipio Africanus.
9. Name the Kings of England in the order of their succession from Henry II. to Henry VII.
10. Give the dates, as nearly as you can, and some particulars of the following events; viz.—The departure of the Romans from Britain; the mission of Saint Augustin; the battles of Bannockburn, Worcester, and Plassey; the defeat of the Spanish Armada; and the Restoration of Charles II.



*Tasmanian Council of Education,
Hobart Town, 1st July, 1865.*

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The Council have decided to award the two Exhibitions of the value of £50 each, placed at their disposal by Parliament, to

H. B. LEACH, and
W. F. BARRETT,

subject to the conditions laid down in the Council's Regulations, dated 20th July, 1863.

By Order of the Council,

MURRAY BURGESS, *Secretary.*

REPORT OF EXAMINERS.

Hobart Town, 13th June, 1865.

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

The Examination commenced on the 5th instant, and occupied four days. It embraced eight subjects, of which each Examiner undertook four. Under this arrangement, as in former years, while each Examiner is especially responsible for one half of the Examination, we present the result as our united decision respecting the merits of the competitors.

No alteration was made in the distribution of subjects, nor in the scale of numerical values, which were adopted by the Examiners last year.

Ten boys offered themselves as competitors, of whom three were examined at Launceston, simultaneously with the rest, under the superintendence of your Secretary; the papers of questions being forwarded to them, and their work transmitted to the Examiners from day to day.

Every subject was attempted by all the Candidates except the Greek paper, which was declined by three of them.

The following remarks will describe the work of the competitors in the several subjects. The annexed Table will exhibit in detail a numerical estimate of its value.

ENGLISH LANGUAGE.—The grammatical questions and the parsing were generally well done; the mistakes in spelling as few as it would be reasonable to expect; the neatness and style of the handwriting were for the most part admirable. None of the Candidates appeared equal to original

composition even of the simplest character. The papers of Leach on this subject were excellent; those of Barrett, Hales, Quick, Perkins, and Burgess very creditable. A higher number of marks in this and other subjects might have been obtained by the competitors had they economised their time better during the examination, by avoiding the introduction of superfluous matter into their answers; an error attributable in part to an apparent desire of displaying any irrelevant knowledge they might possess, and in part to a want of attention to the precise scope of the several questions.—F. W. Q.

FRENCH.—Four acquitted themselves creditably, and four others pretty well. Hales' work was very good. Martin and Perkins were nearly equal, and showed considerable knowledge of the language.—A. D.

LATIN.—The translations into English of passages from the prescribed books were, for the most part, very carefully done; the answers to the grammatical questions and the parsing were less satisfactory. Only 4 of the Candidates made any attempt at Latin prose, and their work betrayed gross and inexcusable grammatical errors; not one of them proved equal to the task of translating a short and easy sentence into correct Latin. In this subject Burgess acquitted himself the best, while Barrett, Quick, Perkins, and Leach did very creditably.—F. W. Q.

GREEK.—This paper was declined by three boys. Of those who attempted it, Burgess and Leach answered very well, and two others, Quick and Barrett, showed that they had prepared carefully the book prescribed; but none have much knowledge of the grammar of the language, and several have not yet mastered its easiest forms of inflexion.—A. D.

ARITHMETIC AND ALGEBRA.—This paper was not generally done well. Five failed signally, not answering accurately the most elementary questions. Nearly every question, however, was answered aright by one or other. Leach's work was remarkably accurate; full marks are assigned for nearly the whole of his Arithmetic, and a considerable portion of the Algebra questions. Barrett and Burgess were very nearly equal, and acquitted themselves creditably.—A. D.

EUCLID.—In this subject there appears a manifest improvement upon the results of previous Examinations; the propositions were, for the most part, very correctly written out, but there was a want of intelligence displayed in the failure on the part of all to apply the reasoning employed in the 1st book of Euclid to the solution of questions which should have presented no difficulty. Burgess, whose work in this subject was excellent, would have obtained many more marks had he not mistaken the meaning of one of the questions, and written out the demonstration of no less than six propositions when only the enunciations were required.—F. W. Q.

GEOGRAPHY.—Five of the Candidates obtained more than half the maximum number of marks allotted to this subject. The papers of Perkins were the best, those of Barrett, Leach, Burgess, and Quick very good.—F. W. Q.

HISTORY.—This paper was done creditably by Perkins, Leach, Barrett, and Burgess. The work of the rest was generally of little value, and showed that they had not read carefully the books prescribed.—A. D.

It will be seen that H. B. Leach has attained the highest place, the number of his marks being not less than the greatest attained at any former Examination. We recommend him for an Exhibition, and certify that he is, in our opinion, well deserving of it.

We have formed the same opinion of the two Candidates whose names appear next on the list; viz., W. F. Barrett and Murray Burgess; and only forbear to recommend either of them for an Exhibition because we regard their merits as virtually equal. Each has proved himself a little superior to the other in several subjects, but the aggregate value of their respective attainments is very nearly the same.

We recommend that the names of the three boys who stand next on the list,—Perkins, Quick, and Hales,—be published as having attained an honorable place. Of these, each of the two first would have been recommended as worthy of the Exhibition if they had not been outstripped in the race by other competitors.

We are of opinion that the diminution in the number of Candidates this year as compared with former years affords no just cause for discouragement. For the attainments of the foremost competitors are not lower than last year, and are considerably beyond those on which the Examiners have reported in several previous years. This will appear from a comparison of the average number of marks attained by the first six Candidates at the several Examinations. These have been 345 in the year 1860, and in the succeeding years 567, 553, 608, 638, and 631, the maximum of numerical value being 1200 throughout the period. Meanwhile the difficulty of the Examination Papers has been increased in several subjects. The large increase from the average of the first year to that of

the last has been obtained by gradual improvement in the attainments of the Candidates with little fluctuation from year to year, and is, we think, in a high degree satisfactory. It is likely that the decrease this year in the number of competitors is very much owing to the fact that boys and their instructors are better able than formerly to calculate the chances of success, and that some now decline to compete for the Exhibition because they have not sufficient confidence that they will even reach the standard of honorable distinction. The beneficial effects, however, of this competition extend far beyond the limits of the little band of Candidates at each Examination. We believe that it has produced, and is sustaining, a marked improvement in the work of education throughout the Colony.

ARTHUR DAVENPORT, *B.A.*
F. W. QUILTER, *M.A.*

TABULATED RESULTS.

No.	NAME.	AGE.		SCHOOL.	TEACHER.	English Language.	French.	Latin.	Greek.	Arithmetic and Algebra.	Euclid	Geography.	History.	TOTAL.
		yrs.	mts.	[Maximum No. of Marks.....]		200	100	150	150	200	100	150	150	1200
1	Leach, Henry Bassett.....	13	2	Private Tuition, Launceston	Leach, R.	157	43	85	79	135	71	89	98	757
2	Barrett, William F.	13	2	High School, Hobart Town	Harris, R. D., Rev.	132	44	93	68	106	73	91	93	700
3	Burgess, Murray ..	13	6	Ditto	Ditto	121	47	103	82	104	72	81	86	696
4	Perkins, Herbert H.	13	8	Hutchins School, Hobart Town	Buckland, J. R., Rev.	121	65	88	26	54	64	104	102	624
5	Quick, Thomas T..	13	5	Horton College, Ross	Fox, William W.	125	47	89	71	74	63	81	52	602
6	Hales, William P..	13	6	Church Grammar School	Brooke, W. A., Rev.	127	75	40	—	41	17	66	44	410

EXAMINATION PAPERS.

ENGLISH GRAMMAR AND LANGUAGE.

Monday Morning, 5th June, 1865.

[Three hours.]

Rev. F. W. QUILTER, *M.A.*, Examiner.

1. Explain the terms mood, abstract noun, apposition, syntax, auxiliary verb, disjunctive conjunction, and distinguish between conjunctions and prepositions.
2. What adjectives alone admit of degrees of comparison ; and when is the comparative and superlative usually formed by prefixing the words "more" and "most" instead of affixing "er" and "est" to the positive degree ?
3. Give the past tense and complete participle of these verbs,—crow, hew, light, span, spring, sink, slide, seat, strew, seethe.
4. Give examples in which passive and intransitive verbs are followed by the objective case, and show that some verbs may be used either transitively or intransitively.
5. Explain the origin and meaning of the prefixes in these words,—seductive, accede, anatomy, forsake, epitome, to-morrow. What affixes, from Saxon, Latin, and Greek derivations respectively, are used to designate the diminutive form of nouns ?
6. Construct short sentences illustrating the difference of meaning between these words,—contrary—opposite ; discovery—invention ; genuine—authentic ; interfere—interpose ; arrogant—insolent ; different—distinct.

7. What occupation or profession in life would you prefer to follow? Give your reasons for your choice.
8. Correct the errors in grammar and spelling in the following passage :—I've jest red abowt a' noo Man o' War's Man wot they're Goin too Larnch kawld the Miniature wich konsiderin Her sighs strikes Me his a reglur Miss Nomur. Howsever lett that pars. pepl now a days Give there tshildren hod names.—my Lanlady's darter neerly kil'd a Literman nott long ago for makin Game ov Her krinolean and she's kawld Harry Adney! a name i bleeve taken From the greeshun mythologuy and signefyin as i hunderstand a young Ooman wots pertiklerly fond of a needl and Thred.

- 9.
- “ Mislike me not for my complexion,
 “ The *shadow'd* livery of the burnish'd sun,
 “ To *whom* I am a neighbour and *near bred*.
 “ Bring me the fairest creature *northward* born,
 “ *Where* Phœbus' fire *scarce* thaws the icicles,
 “ And let us make incision *for* your love,
 “ To prove whose blood is reddest, his or mine.
 “ I tell thee, lady, this aspèct of *mine*
 “ Hath *fear'd* the valiant; by my love, I swear,
 “ The best-regarded virgins of our clime
 “ Have loved it too: I would not change this hue,
 “ Except to steal your thoughts, my gentle queen.”

In the above passage first parse the words printed in Italics, and then express the sense of the whole in simple prose as briefly as you can.

HISTORY. *Monday Afternoon, 5th June, 1865.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. State some particulars of the following events; viz.—The destruction of Jericho; the death of Agag; the slaughter of the priests at Nob; the battle of Gilboa; and the revolt of Absalom.
2. Who were the Gibeonites? Describe their submission in the time of Joshua. What do we read about them in the reigns of Saul and David?
3. Give some account of the life and death of Socrates.
4. Relate some particulars of the battles at Cunaxa and Leuctra.
5. Give an account of the Peace brought about by Antalcidas.
6. Relate the career of Marius.
7. Give a short account of the Mithridatic Wars.
8. Write some particulars of the following events; viz.—The conquest of Ireland; the battle of Bannockburn; and the battle of Poitiers.
9. Give some account of the Great Charter, the Constitutions of Clarendon, and the first establishment of the House of Commons.

GREEK. *Tuesday Morning, 6th June, 1865.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. Decline βίος, the tenses ἔσομαι and ἐγείνομην, and the participle νικῶν.
2. Write the 3 Pl. 2 Aor. Indic. Pass. of διαφθείρω, and the Acc. Plur. Masc. 1 Aor. Part. Pass. of κρίνω.

3. Translate into English :

(1.) "Οτε ἀλούς καὶ πωλούμενος ἠρωτήθη, τί οἶδε ποιεῖν, ἀπεκρίνατο, ἀνδρῶν ἄρχειν· καὶ πρὸς τὸν κήρυκα, κήρυσσε, ἔφη, εἴ τις ἐξέλαι δεσπότην αὐτῷ πρίσθαι. "Ἐλεγε τῷ Ξενιάδῃ, τῷ πριαμένῳ αὐτὸν, δεῖν πείθεσθαι αὐτῷ, εἰ καὶ δοῦλος εἴη· καὶ γὰρ ἱατρὸς ἢ κυβερνήτης εἰ δοῦλος εἴη, πεισθῆναι δεῖν αὐτῷ.

(2.) Αἰσχύλος ὁ τραγωδὸς ἐκρίνετο ἀσεβείας ἐπὶ τινὶ δράματι. Ἐτοίμων οὖν ὄντων Ἀθηναίων βάλλειν αὐτὸν λίθοις, Ἀμεινίας ὁ νεώτερος ἀδελφὸς, διακαλυψάμενος, τὸ ἱμάτιον, ἔδειξε τὸν πῆχυν ἔρημον τῆς χειρός. "Ἐτυχε δὲ ἀριστεύων ἐν Σαλαμῖνι ὁ Ἀμεινίας, ἀποβεβληκῶς τὴν χεῖρα, καὶ πρῶτος Ἀθηναίων τῶν ἀριστεύων ἔτυχεν. Ἐπεὶ δὲ εἶδον οἱ δικάσταὶ τοῦ ἀνδρὸς τὸ πάθος, ἐπεμνήσθησαν τῶν ἔργων αὐτοῦ, καὶ ἀφήκαν τὸν Αἰσχύλον.

(3.) Ἀντίγονος πρὸς τινὰ μακαρίζουσιν αὐτὸν γραῦν, εἰ ἦδεις, ἔφη, ὦ μήτηρ, ὅσων κακῶν μεστὸν ἐστὶ τοῦτ' ὁ ράκος, δείξας τὸ διάδημα, οὐκ ἂν ἐπὶ κοπρίας κείμενον αὐτὸ ἐβάστασας.

(4.) "Οτε Κροῖσος ἤρχε Λυδῶν, τὸν ἀδελφὸν μεθ' αὐτοῦ κατέστησεν ἄρχοντα. Προσελθὼν δέ τις τῶν Λυδῶν, ὃ βασιλεῦ, εἶπε, πάντων ἐπὶ γῆς καλῶν ὁ ἥλιος ἀνθρώποις αἰτιὸς ἐστὶ, καὶ οὐδὲν ἂν εἴη τῶν ἐπὶ γῆς, μὴ τοῦ ἡλίου ἐπιλάμποντος· ἀλλ' εἰ ξέλονται δύο ἥλιοι γενέσθαι, κίνδυνος πάντα συμφλεχθέντα διαφθαρῆναι.

4. In (1) parse ἀλούς. In (2) why is ἔρημον without an article? In (3) parse ἦδεις. What is the force of *ι* in *τουτί*? In (4) parse συμφλεχθέντα. Shew how the particles οὐ and μή differ.

5. Translate into Greek :

(1.) Wisdom is a more valuable possession than riches.

(2.) He said that the rest of mankind lived that they might eat, but that he ate that he might live.

(3.) She would have grieved for her daughter if, at least she were a mother.

In (1) *τίμιος* is Greek for valuable; in (2) *ἐσθίω*, I eat; in (3) *ἀλγῶ*, I grieve.

GEOGRAPHY. *Tuesday Afternoon, 6th June, 1865.*

[Three hours.]

Rev. F. W. QUILTER, M.A., Examiner.

1. Explain carefully the terms Estuary, Watershed, Delta, Headlands, Eclipse, Frith, Steppe, Latitude, and Sirocco.

2. Where are the Capes Comorin, Verde, and Farewell; the Islands Bute, Java, Nova Zembla, and Mauritius; the Straights of Magellan and Bonifacio; the Lakes Huron and Ladoga; and the Towns Quebec, Cairo, Antioch, Dresden, Archangel, Montreal, and Stockholm?

3. Mention the chief Rivers which run into the Baltic, the Countries through which they flow, and the chief Towns on their banks.

4. Where are the following Sea-ports, and in what articles do they trade?—Palermo, Savannah, Marseilles, Belfast, Sydney, and Kurrachee.

5. From what countries does England obtain its chief supplies of corn, wine, oil, timber, coffee, hides, guano, and indigo?

6. What are the boundaries of the following countries on the north, south, east, and west respectively:—Egypt, Sweden, China, Labrador, Arabia, Holland, Syria, and Turkey in Europe?

7. What are the British Possessions in America, Africa, Asia, and Oceania?

8. Draw a Map of the East Coast of England, and mark the chief Sea-port Towns, Headlands, and River-mouths.

LATIN. *Wednesday Morning, 7th June, 1865.*REV. F. W. QUILTER, M.A., *Examiner.*

1. Translate into English the following passages :—

*Ecce autem gemini a Tenedo, tranquilla per alta—
Horresco referens—immensis orbibus angues
Incumbunt pelago, pariterque ad litora tendunt :
Pectora quorum inter fluctus arrecta jubæque
Sanguineæ exsuperant undas : pars cetera pontum
Pone legit, sinuatque immensa volumine terga.
Fit sonitus spumante salo. Jamque arva tenebant,
Ardentesque oculos suffecti sanguine et igni,
Sibila lambebant linguis vibrantibus ora.*

*Diverso interea miscentur mœnia luctu
Et magis atque magis, quanquam secreta parentis
Anchisæ domus arboribusque oblecta recessit,
Clarescunt sonitus, armorumque ingruit horror.
Excitior somno, et summi fastigia tecti
Ascensu supero, atque arrectis auribus asto.*

*Tum vero omne mihi visum considerare in ignes
Ilium, et ex imo verti Neptunia Troja :
Ac veluti, summis antiquam in montibus ornum
Quum, ferro accisam crebrisque bipennibus, instant
Ernere agricolæ certatim ; illa usque minatur,
Et tremefacta comam concusso vertice nutat ;
Vulneribus donec paulatim evicta supremum
Congemuit, traxitque jugis avulsa ruinam.*

2. Parse the words printed in Italics, and give the present infinitive active, the perfect active, and supines (if any) of the several verbs, and the three degrees of comparison of the several adjectives.

Where was Tenedos? Whence did Troja derive its several appellations of Ilium, Dardania, Teucría, and Neptunia?

What is the usual meaning of verbs ending in -sco and -urio ; of adjectives in -ax and -osus ; of nouns in -etum and -trix?

3. Give the precise meaning or derivation of the words auriga, perequitare, esseda, præceps, adytum, exuviae, fistuca, fibula, ephippium, triplex, armamenta, supplicatio, delubrum.
4. Translate into English the following passages :—

Quod ubi Cæsar animadvertit, naves longas, quarum et species erat barbaris inusitatio et motus ad usum expeditior, paulum removeri ab onerariis navibus, et remis incitari, et ad latus apertum hostium constitui, atque inde fundis, sagittis, tormentis hostes propelli ac summo moveri jussit ; quæ res magno usui nostris fuit.

Quod quum animadvertisset Cæsar, scaphas longarum navium, item speculatoria navigia militibus compleri jussit, et, quos laborantes conspexerat, his subsidia submittebat.

Hæc directa materia injecta contexebantur, ac longuriis cratibusque consternebantur ; ac nihilo secius publicæ et ad inferiorem partem fluminis oblique agebantur, quæ, pro ariete subjectæ, et cum omni opere conjunctæ, vim fluminis exciperent, et aliæ item supra pontem mediocri spatio, ut, si arborum trunci sive naves dejiciendi operis causa essent a barbaris missæ, his defensoribus earum rerum vis minueretur, neu ponti nocerent.

5. Give the gender and genitive case singular of abies, litus, labes, jusjurandum, sermo, virgo, obses, quies, nix, hæres, caro, æs, as.
6. Translate into Latin each of the following sentences in two different ways :—

Cæsar sent ambassadors to sue for peace.
Brutus asked Cæsar why he surrounded his camp with a ditch.
He told me that he preferred death to slavery.
He says that he is the first. They may be happy.
I have 25 cows. My name is George.

7. Transfer the following speech⁴ from the "oratio obliqua" to the "oratio recta."

Cæsar respondit, "Sibi nullam cum his amicitiam esse posse, si in Gallia remanerent; neque verum esse, qui suos fines tueri non potuerint, alienos occupare; neque ullos in Gallia vacare agros, qui, dari tantæ præsertim multitudini sine injuriâ possint; sed licere, si velint, in Ubiorum finibus considerare, quorum sint legati apud se, et de Suevorum injuriis querantur, et a se auxilium petant: hoc se Ubiis imperaturum."

8. How many days were there in the Roman months, and how were they divided? Write in Latin, "June 7th, 1865."
9. Translate one only of the two following passages; either the first into Latin Hexameters, or the second into Latin Prose:—

But father Anchises (his) eyes to the stars joyful

^{effero}

Uplifted and extended (his) hands with (his) voice to-the-heaven.

^{flecto}

O Almighty Jove, if thou art moved by any prayers,

^{pietas}

Behold us (I ask) this alone; and if we deserve your regard

^{deinde}

Then grant (us) help, O father, and confirm these omens.

^{senior fari}

^{que}

Scarcely had the old-man said these (words) when with-a-sudden crash

^{labor}

It thundered on-the-left-hand and from-the-heaven having-glided through the shades
(of night)

^{multus}

^{ducens}

A star ran (along the sky) with-its-lengthened light having-the-appearance-of a torch.

^{conspicio}

But the enemy—as soon as ever they beheld our cavalry, whose number amounted to 5000, although they themselves had not more than 800 horsemen, since those who had

^{frumentor}

crossed over the Mosa for the sake of foraging had not yet returned, while our men were in no fear, because their ambassadors had but a short time since gone away from Cæsar, and

^{peto}

^{induciae}

that day had been requested by them for a truce—having made an attack upon our men, quickly routed them.

ARITHMETIC AND ALGEBRA.

Wednesday Afternoon, 7th June, 1865.

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. From thirty millions seventeen thousand and four subtract five millions sixteen hundred and nine. Write the remainder in words.
2. Find the sum and product of $3\frac{1}{2}$ and $2\frac{1}{2}$.
3. What is the cost of 5 cwt. 3 qrs. 25 lbs. at 3s. 4d. a lb.?
4. How much per cent. is 2s. 8d. of £1 7s.?
5. Divide 0.006 by 60.
6. Add together $\frac{11}{31}$, $\frac{3}{3} \times \frac{41}{34}$, $\frac{4}{516}$, and 0.666...
7. What is meant by discount? Find the discount on a bill of £225 payable a year and a half hence, when the rate of interest is 6 per cent.
8. Divide £12 7s. 6d. between A and B so that A's portion shall be $\frac{2}{7}$ of B's.
9. Find the value of $\frac{a+b}{a-b}$ when $a = \frac{1}{2}$, $b = \frac{2}{3}$.
10. Multiply $a + b + \sqrt{ab}$ by $\sqrt{a} - \sqrt{b}$.

11. Divide $a + b$ by $\sqrt[3]{a} + \sqrt[3]{b}$.

12. Solve the following equations:—

$$52 - 3(4x - 1) = 19.$$

$$\begin{cases} 12x - y = 7 \\ 12y - x = 59 \end{cases}$$

$$x + 1 - \frac{12}{x - 1} = 6.$$

13. Divide 20 into two such parts that one is the square of the other.

14. If the numerator of a certain fraction be multiplied by the denominator, the product will be 20: and if 1 be added to the numerator the fraction will be equal to 1.

15. A person travelled 48 miles in 2 more hours than he travelled miles per hour. At what rate did he travel?

FRENCH. *Thursday Morning, 8th June, 1865.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. Write the participles, and the 1st pers. sing. past definite, of the following verbs:—Frapper, agir, dire, ouvrir, joindre, naître, connaître, faire, suivre, venir, boire, mettre.

2. Translate into English:

Il prit Numa par la main; et l'entraînant dans l'endroit le plus retiré de la forêt, ils s'assirent sur le gazon, et le vieillard lui dit ces paroles: Numa, vous n'êtes pas mon fils. A ces mots, une pâleur mortelle se répand sur le visage du jeune homme, et sa main tremble dans celle de Tullus. Le grand-prêtre s'en aperçoit, et, le serrant contre son sein, il se hâte d'ajouter: Va, je serai toujours ton père; ce nom m'est aussi cher qu'à toi. Mais apprends l'histoire de ta naissance, et connais à quelles hautes destinées tu es appelé par le ciel.

Parse the words *prit, s'assirent, connais*.

3. Translate into French:

Are you Englishmen? Yes, we are.
You have bread, give some to the poor.
It is your turn to speak.
Whose house is this?
No one is foolish enough to believe it.

4. Translate into English:

Je n'ai jamais vu la cour, et je ne puis te donner d'avis sur la manière de s'y conduire; mais je connais les devoirs d'un homme, et il faut être homme partout. Rends aux places éminentes le respect que l'on est convenu de leur accorder: rends à la vertu, dans tous les états, le culte que la vertu mérite. Fuis les méchants, sans paraître les craindre; sois réservé, même avec les bons. Ne profane pas l'amitié, en prodiguant le nom d'ami. Pèse tes paroles, et réfléchis avant d'agir. Sois toujours en garde contre ton premier mouvement, excepté lorsqu'il te porte à secourir un malheureux. Respecte les vieillards et les femmes; plains les faibles, et sois le soutien de tous les infortunés.

5. In the above passage find ten words of Latin origin, and from which English words are derived; giving in each case the Latin original, and the English derivative word.

6. Give the derivation of the following words:—La, pas, bientôt, lorsque, peu, comment.

7. Translate into French:

When he was alone in his father's garden, the boy used to amuse himself with throwing stones into all the neighbouring gardens, without reflecting that he might wound somebody. M. Dubois had noticed this, and had reproved him severely for it, threatening to chastise him if he ever did so again. But unfortunately the child did not know, or could not be convinced, that we ought not to do anything wrong even when we are alone, because God is always near us, and sees all we do. One day, when his father had gone out, thinking there was no one present, and therefore that no one would punish him, he filled his pocket with pebbles, and began to fling them in every direction.

EUCLID, Book I. *Thursday Afternoon, 8th June, 1865.*

[Three hours.]

REV. F. W. QUILTER, M.A., *Examiner.*

1. Define the different kinds of triangles and of quadrilateral figures used in the 1st Book of Euclid, and write down the postulates.
2. Prove that parallelograms upon the same base and between the same parallels are equal to one another.
3. If two angles of a triangle be equal to each other, prove that the sides which subtend the equal angles are equal to one another.
4. Prove that the angles which one straight line makes with another upon one side of it are either two right angles, or are together equal to two right angles.
5. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, show that the angle contained by these two sides is a right angle.
6. Prove that the opposite sides and angles of parallelograms are equal to one another.
7. By means of the annexed figure (fig. to Prop. XVI.) prove that the exterior angle $A C D$ of the triangle $A B C$ is greater than the interior and opposite angle $A B C$.
8. Write out the enunciations of the annexed figures :—(figures to Propositions VII., XIV., XVIII., XXI., XXXII., and XLI.)
9. Answer the following questions, giving reasons for your answers :—
 - (a) Is it possible for two straight lines never to meet when produced, and yet not be parallel?
 - (b) Can a triangle be formed of straight lines whose lengths are respectively two, three, and six yards?
 - (c) To how many right angles are the interior angles of an octagon equal?
 - (d) If $A B C$ be an equilateral triangle having one of its angles bisected at A by a line $A D$ meeting $B C$ in D , what fraction of a right angle is the angle $B A D$?
 - (e) What is the perpendicular altitude of the roof of a shed of which the span $B C$ is 8 feet and the rafters $A B$ and $A C$ 5 feet each?

N.B.—In writing out the Propositions attention must be paid to spelling, handwriting, and punctuation, and no symbols or abbreviations may be used.



*Tasmanian Council of Education,
Hobart Town, 13th June, 1866.*

EXHIBITIONS TO SUPERIOR SCHOOLS.

THE Council of Education have directed the publication of the following Report of the Examiners appointed to conduct the Examination of Candidates for Exhibitions to Superior Schools.

The Council have decided, on the recommendation of the Examiners, to award two Exhibitions, each of the value of £50, to

CHARLES REIBEY BUCKLAND, and
SYDNEY EVELYN INNES,

subject to the conditions laid down in the Council's Regulations dated 8th September, 1865.

By Order of the Council,

MURRAY BURGESS, *Secretary.*

REPORT OF THE EXAMINERS FOR EXHIBITIONS.

12th June, 1866.

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

The Examination commenced on the 4th day of the present month, and ended on the 7th, occupying six hours of each day. The same numerical values were assigned to the several subjects as at the last Examination. Six boys offered themselves as competitors.

Our remarks respecting each subject will describe the results of the Examination, which are exhibited in detail in the annexed Table.

ENGLISH.—None of the Candidates obtained half marks in this subject, whereas last year, when the questions given were certainly not less difficult, no fewer than six of the competitors obtained above 120 out of 200 marks. The falling off this year was principally apparent in the spelling, in the want of an accurate verbal knowledge of the rules of grammar, and in a failure in the application of the rules. The handwriting was, on the whole, creditable.—F.W.Q.

FRENCH.—Buckland answered very well in this subject, and Guesdon fairly. Innes had prepared carefully the book prescribed. The rest showed very little knowledge of the language.—A.D.

LATIN.—The examination in this subject contrasts unfavourably with that of previous years. Buckland alone did really well. The translations into English from the books prescribed of Guesdon and Innes were very fair. With the exception of Buckland, the parsing and grammatical answers of all were faulty, and the attempts at Latin Prose and Verse complete failures.—F.W.Q.

GREEK.—This subject was declined by Guesdon. Buckland's work was good, showing a sound elementary knowledge of the grammar, and careful preparation of the books prescribed. Innes answered some of the questions pretty well. The work of the rest was of little or no value.—A.D.

ARITHMETIC AND ALGEBRA.—Innes' work was the best. Featherstone and Buckland also acquitted themselves creditably. The others answered well only a few of the easier questions.—A.D.

EUCLID.—Buckland and Guesdon did well in this subject. The work of Innes was deficient only in quantity ; what he did was correct, and he was the only one who displayed a perception of the true sequences of proof.—F.W.Q.

GEOGRAPHY.—The answers to the questions displayed a satisfactory acquaintance with the subject on the part of all. The papers of Buckland and Innes were good.—F.W.Q.

HISTORY.—Innes answered nearly all the questions in this subject very creditably. Featherstone and Clerk showed that they had read the books carefully. The work of the rest was not good, and that of two was remarkably bad.—A.D.

We recommend Charles Buckland for an Exhibition. He has obtained considerably more than half the total number of marks, and is in our opinion deserving of the honor.

After much consideration we have decided on recommending Sydney Evelyn Innes for a second Exhibition. Some hesitation was caused by the fact that no standard of qualification has heretofore been fixed explicitly. It was implied, however, in the Report of the Examiners last year that half the total number of marks would be expected, and we are of opinion that that number should be the standard of qualification hereafter. For the present year we think that the general excellence of his work, and the fact that he is foremost in two subjects, justify us in recommending for the Exhibition one who has failed to obtain half the total number of marks. We further recommend that the name of Charles E. Featherstone be recorded as having reached the standard of honorable distinction.

This Examination presents some features for unfavourable comparison with that of last year. The number of competitors is smaller. They belong to two Schools only ; whereas last year, and in former years, other Schools in various places, besides the Hutchins School and the High School, were represented by one or more boys. It must be added, that the highest number of marks obtained is less than it has been for several years past, and that the next to the highest is barely sufficient to justify a recommendation for an Exhibition. Experience, however, has shown that the results of competitive Examinations fluctuate considerably. We do not doubt that the maintenance of a high standard of qualification for the Exhibition, the great probability of any boy's success after careful preparation, and the certainty of failure without it, will continue to operate very beneficially throughout our Schools.

ARTHUR DAVENPORT, B.A.
F. W. QUILTER, M.A.

TABULATED RESULTS.

No.	NAME.	AGE.		SCHOOL.	TEACHER.	English								
		yrs.	mts.			Language.	French.	Latin.	Greek.	Arithmetic and Algebra.	Euclid	Geography.	History.	TOTAL.
				[Maximum No. of Marks.....		200	100	150	150	200	100	150	150	1200
1.	Buckland, Charles Reibey.	13	8	Hutchins School, Hobart Town	Rev. J. R. Buckland	96	75	87	106	102	60	91	66	683
2.	Innes, Sydney Evelyn.	12	11	High School, Hobart Town	Rev. R. D. Harris	83	40	47	40	108	22	90	122	552
3.	Featherstone, Charles Edwin.	13	5	Ditto	Ditto	94	31	34	12	104	34	87	99	495

EXAMINATION PAPERS.

ENGLISH GRAMMAR AND LANGUAGE.

Monday Morning, 4th June, 1866.

[Three hours.]

Rev. F. W. QUILTER, *M.A., Examiner.*

1. Passage to be written from dictation.
2. Explain the terms relative pronoun, predicate, verbal preposition, infinitive mood, collective noun, apposition.
3. Write the plurals of the following nouns :—ox, fox, grouse, sheep, penny, people, city, loaf, mouse, house. What is the difference in meaning between fish and fowl, and fishes and fowls ?
4. Explain, giving examples, the force of the following terminations : -ment, -ist, -ly, -ble, -ate, -en.
5. Give the feminine forms of tiger, abbot, monk, hart, hind ; the diminutives of man, lamb, goose, poet ; the perfect tense and past participle of thread, freeze, climb, work, sew, tear, seat, slay ; the comparatives and superlatives of humble, fore, ill, sly, lovely.
6. Form at least three adverbs and three prepositions by affixing a-, and be-, to other words, and write down three examples of compound nouns, three of compound adjectives, and three of compound adverbs.
7. State which Sovereign of England between Henry IV. and Elizabeth, both inclusive, you consider to have been the best Governor. Give your reasons for your answer.
8. Write the complete sense of the following passage, restricting yourself, as strictly as you can, to the use of Saxon words only :—

“Human tradition, together with the revelations of physical science, concur in the declaration of the inspired Scriptures, that man and the animals associated with him were created under the direction of Divine Intelligence : and this conclusion is confirmed by the revelations of science respecting the terrestrial constitution of our planetary orb, which unequivocally indicate the direct intervention of creative power.”

For Dictation.

It was indeed a dreadful evening. The howling of the storm mingled with the shrieks of the sea-fowl, and sounded like the dirge of those devoted beings, who, pent between a raging tide and an insurmountable precipice, toiled along their painful and dangerous path, often lashed by the spray of some giant billow, which threw itself higher on the beach than those that had preceded it. Each minute did their enemy gain ground perceptibly upon them. Still, however, loath to relinquish the last hopes of life, they bent their eyes upon the black rock pointed out by the mendicant. This beacon was yet distinctly visible among the breakers, and continued to be so, until they came to a turn in their precarious path, where an intervening projection of rock hid it from their sight, and the signal of safety was lost among a thousand white breakers, which, dashing upon the point of the promontory, rose in prodigious sheets of snowy foam, as high as the mast of a first-rate man-of-war, against the black brow of the precipice.

HISTORY. *Monday Afternoon, 4th June, 1866.*

[Three hours.]

Rev. A. DAVENPORT, *Examiner.*

1. Write the names of the father, and the wife, of Ahab; and the name of his successor. Also relate how punishment was inflicted on Ahab and his family.
2. Give some account of the usurpation of Athaliah, and relate how it ended.
3. Write some particulars about each of the following kings:—Uzziah, Manasseh, and Josiah.
4. What are the principal institutions ascribed to Numa?
5. Relate briefly the stories of Horatius Coeles, Mucius Scaevola, M. Curtius, and Regulus.
6. Give some particulars of the following events:—The capture of Veii; the defeat at Caudium; and the victory of Duilius.
7. What were the principal events in the reign of Henry VI.?
8. Name in the order of succession the Sovereigns of the House of Lancaster, those of the House of York, and those of the House of Tudor.
9. State some particulars about each of the following persons; viz.—Owen Glendower, Joan of Arc, Perkin Warbeck, Thomas Cromwell, Sir Thomas More, Cardinal Pole, Catherine Parr, Sir Philip Sidney.
10. Give the dates of the following events; viz.—The beginning of the Babylonish Captivity; the foundation of Rome; the expulsion of the Tarquins; the battle of Agincourt; the accession of Queen Elizabeth.

GREEK. *Tuesday Morning, 5th June, 1866.*

[Three hours.]

Rev. A. DAVENPORT, *Examiner.*

1. Decline *παῖς*, the participle *ἐλθών*, and the tense *ἐποιοῦμην*.
2. Write the 1 Sing. Fut. Ind. Act., the 1 Plur. Perf. Ind. Act., and the 3 Sing. Perf. Ind. Pass. of the verbs *γράφω*, *τάσσω*, *νέμω*, and *φράζω*.
3. Translate into English:—

(1.) Ἐν Μιλήτῳ δὲ Τισσαφέρνῃς προαἰσθόμενος τὰ αὐτὰ ταῦτα βουλευομένους, ἀποσπῆναι πρὸς Κῦρον, τοὺς μὲν αὐτῶν ἀπέκτεινε, τοὺς δ' ἐξέβαλεν. Ὁ δὲ Κῦρος ὑπολαβὼν τοὺς φεύγοντας, συλλέξας στράτευμα ἐπολιόρκει Μίλητον καὶ κατὰ γῆν καὶ κατὰ θάλατταν, καὶ ἐπειρᾷτο κατὰγειν τοὺς ἐκπεπτωκότας.

(2.) Ἐνταῦθα λέγεται Ἀπόλλων ἐκδεῖραι Μαρσύαν, νικήσας ἐρίζοντά οἱ περὶ σοφίας, καὶ τὸ δῆρμα κρεμάσαι ἐν τῷ ἄντρῳ ὅθεν αἱ πηγαί· διὰ δὲ τοῦτο ὁ ποταμὸς καλεῖται Μαρσύας. Ἐνταῦθα Ξέρξης, ὅτε ἐκ τῆς Ἑλλάδος ἡττηθεὶς τῇ μάχῃ ἀπεχώρει, λέγεται οἰκοδομῆσαι ταῦτά τε τὰ βασίλεια καὶ τὴν Κελαινῶν ἀκρόπολιν.

(3.) Καὶ λέγεται δεηθῆναι ἡ Κίλισσα Κύρου ἐπιδεῖξαι τὸ στράτευμα αὐτῇ. Βουλόμενος οὖν ἐπιδεῖξαι ἐξέτασιν ποιεῖται ἐν τῷ πεδίῳ τῶν Ἑλλήνων καὶ τῶν βαρβάρων. Ἐκέλευσε δὲ τοὺς Ἕλληνας, ὥς νόμος αὐτοῖς εἰς μάχην, οὕτω ταχθῆναι καὶ στήναι, συντάξαι δὲ ἕκαστον τοὺς ἑαυτοῦ. Ἐτάχθησαν οὖν ἐπὶ τεττάρων.

(4.) Ὡς μὲν στρατηγήσοντα ἐμὲ ταύτην τὴν στρατηγίαν μηδεὶς ὑμῶν λεγέτω· πολλὰ γὰρ ἐνορῶ δι' ἃ ἐμοὶ τοῦτο οὐ ποιητέον· ὥς δὲ τῇ ἀνδρὶ ὃν ἂν ἐλίσθε πείσομαι ἢ δυνατὸν μάλιστα, ἵνα εἰδῇτε ὅτι καὶ ἄρχεσθαι ἐπίσταμαι ὥς τις καὶ ἄλλος μάλιστα ἀνθρώπων. Μετὰ τοῦτον ἄλλος ἀνέστη, ἐπιδεικνὺς μὲν τὴν εὐήθειαν τοῦ τὰ πλοῖα αἰτεῖν κελεύοντος, ὥσπερ πάλιν τὸν στόλον Κῦρον μὴ ποιουμένου, ἐπιδεικνὺς δὲ ὥς εὖθες εἶη ἡγεμόνα αἰτεῖν παρὰ τούτου ᾧ λυμαινόμεθα τὴν πρᾶξιν.

4. In (1) parse ἐκπεπτωκότας. In (2) parse ἡττηθείς. In (3) parse ἐπιδείξαι. In (4) explain what is peculiar in the structure of the last sentence.

5. Translate into Greek :—

Cyrus remained there ten days.

No one shall say that I betrayed my friends, and chose the friendship of the Greeks.

I know that he thinks he is sustaining injury from us.

Use μένω, I remain; προδίδωμι, I betray; ἀδικῶ, I injure.

GEOGRAPHY. *Tuesday Afternoon, 5th June, 1866.*

Rev. F. W. QUILTER, M.A., Examiner.

1. Describe the position of the following mountain chains :—Jura, Andes, Lebanon, Rocky, Altai, Alleghany; and of these rivers,—Ebro, Clyde, Guadalquivir, Tweed. Mention any places of interest near which any of these rivers flow.
2. Name the capital towns of the following countries :—Sweden, Jamaica, Würtemberg, California, Columbia, Isle of Man, Chili, Ægypt, Poland, and name the river or sea on which each of them is situated.
3. Where are the following places? For what are any of them famous?—Archangel, Jeddo, Singapore, Trinidad, Quito, Sierra-Leone, Orleans, Nice, Badajoz, Ghent, Quebec, Smyrna.
4. Explain, giving examples of each, the terms promontory, gulf, isthmus, peninsula, creek, lake, fiord, estuary.
5. Name the principal islands in the Mediterranean Sea and in the Indian Ocean.
6. Enumerate the foreign possessions of England in the Southern Hemisphere.
7. How are these countries and counties bounded on the N. S. W. E. respectively?—England, Great Britain, Greece, Denmark, Asia, Patagonia, Lincolnshire, Cornwall, Munster.
8. What kind of government is established, and what language is vulgarly spoken, in these places?—Portugal, Tuscany, Switzerland, Prussia, Japan, Holland, Hungary, Sardinia, Abyssinia.

LATIN. *Wednesday Morning, 6th June, 1866.*

Rev. F. W. QUILTER, M.A., Examiner.

1. Translate into English :—

Hæc in utramque partem disputatione habita, quum a Cotta primisque ordinibus acriter resisteretur, Vincite, inquit, si ita vultis, Sabinus, et id clariore voce, ut magna pars militum exaudiret: neque is sum, inquit, qui gravissime ex vobis mortis periculo terrear: hi sapient, et si gravius quid acciderit, abs te rationem reposcent: qui, si per te liceat, perendino die cum proximis hibernis conjuncti, communem cum reliquis belli casum sustineant, non rejecti et relegati longe ab ceteris aut ferro aut fame intereant.

Septimo oppugnationis die, maximo coërto vento, ferventes fusili ex argilla glandes fundis et fervefacta jacula in casas, quæ more Gallico stramentis erant tectæ, jacere cœperunt. Hæc celeriter ignem comprehenderunt, et venti magnitudine in omnem castrorum locum distulerunt. Hostes maximo clamore, sicuti parta jam atque explorata victoria, turres testudinesque agere et scalis vallum ascendere cœperunt.

Cæsar Fabium cum sua legione remittit in hiberna, ipse cum III legionibus circum Samarobrivam trinis hibernis hiemare constituit; et, quod tanti motus Galliæ exstiterant, totam hiemem ipse ad exercitum manere decrevit. Nam, illo incommodo de Sabini morte perlato, omnes fere Galliæ civitates de bello consultabant, nuncios legationesque in omnes partes dimittebant, et, quid reliqui consilii caperent, atque unde initium belli fieret, explorabant, nocturnaque in locis desertis concilia habebant. Neque ullum fere totius hiemis tempus sine sollicitudine Cæsaris intercessit, quin aliquem de conciliis ac motu Gallorum nuncium acciperet.

Jam pius Æneas sacra et sacra altera, patrem
Afferet : Iliacos accipe, Vesta, deos.

Tempus erit, cum vos orbemque tuebitur idem
Et fient ipso sacra colente deo.

Et penes Augustos patriæ tutela manebit :

Hanc fas imperii frena tenere domum :

Inde nepos natusque dei, licet ipse recuset,

Pondera coelesti mente paternā feret.

‘O pariter raptæ, quoniam hoc commune tenemus,
Non ultra lente possumus esse piæ.

Stant acies. Sed ūtra di sint proⁱ parte rogandi,

Eligite. Hinc conjunx, hinc pater arma tenet.

Quærendum est, viduæ fieri malimus, an orbæ.

Consilium vobis forte piunique dabo.'

Pellitur Anna domo, lacrimansque sororia linquit

Moenia : germanæ iusta dat ante suæ.

Mixta bibunt molles lacrimis unguenta favillæ,

Vertice libatas accipiuntque comas :

Terque vale dixit, cineres ter ad ora relatos

Pressit, et est illis visa subesse soror.

2. Parse the following verbs, and give the present infinitive and the perfect indicative, active or passive, of each:—sapient, reposcent, intereant, distulerunt, extiterant, decrevit, fieret, tuebitur, feret, stant, quærendum, malimus.

Give the comparative and superlative of *cœlestis*, *ultra*, *lente*, *mollis*, *sacer*, *acriter*.

Give the genitive case singular and plural of alter, pater, deus, orbis, idem, domus, vertex, tu, uter, lis, glans, iter.

3. Give the meaning, and where you can the derivation, of these words:—*actuarius*, *litera*, *contumelia*, *ferramentum*, *examinatus*, *detrimentum*, *fictilis*, *connubium*; and translate into English "*fidem reliquis interponere*," "*ipsi vero nihil nocitum iri*," "*turres contabulantur*," "*sic fortuna in contentione et certamine utrumque versavit*."

4. Write in Latin:—"Cæsar, when he was informed of these things, sent two ambassadors, with an
interpretibus
interpreter apiece, to the two camps of the enemy to ask for peace."

When do the Latins use the supines in “um” and “u” instead of the present infinitives, active and passive? and when do the Latins use distributive, where we should use cardinal numerals?

5. Give the modern names of Itius portus, Meldi, Samarobriva, Mosa ; and the ancient names of Spain, Ireland, Thames, Bretagne.

6. What do we learn from Cæsar respecting the customs of the ancient Britons? Correct any wrong statements he has made in his description of Britain.

7. What different derivations does Ovid suggest of the word Quirinus? and what are the various traditions respecting the festival of Anna Perenna?

8. Translate one only of the two following passages ; either the first into Latin Elegiac Verse, or the second into Latin Prose :—

Rhodo^{saxa}peian Orpheus moved stones and wild beasts (with his) lyre,

And the Tartarean lakes and the ^{tergeminum} threefold dog.

Stones (at) thy ^{cantu} song, (O) most just ^{vindex} avenger (of thy) mother,

Officiosa
Dutiful made new walls.

forsitan
And perhaps our name will-be-mixed (with) those,
Nor will my writings be given (to) Lethean waters

Tarquinius (of the) Roman nation was holding the last

Kingdoms, an unjust man, but brave in respect of arms :
He had taken some, he had overthrown other cities.

And had made Gabii his-own by a base stratagem.

Cassivellaunus immediately sends ambassadors to Kent, over which ^{regionibus} district four kings ^{præerant} presided, and he commands them to attack and storm the camp of the enemy. When these ^{adoriantur} ^{oppugnent} had come to the camp, our soldiers, having made a sally, withdrew their own men in-safety, ^{eruptione reduxerunt} after they had killed many of the enemy and had taken Lugotorix a nobleman ^{incolumes} captive. Cassivellaunus, when this battle was reported, sends ambassadors through Atrebas Commius ^{nunciato} to Cæsar respecting a ^{deditione} surrender.

ARITHMETIC AND ALGEBRA.

Wednesday Afternoon, 6th June, 1866.

[Three hours.]

Rev. A. DAVENPORT, *Examiner.*

1. Subtract fifteen thousand fifteen hundred and fifteen from seventeen thousand and seventy.
2. What is the cost of 750 lbs. of tea at 2s. 8d. per lb.?
3. What sum must be divided among 35 men so that each of them may have £15 16s. 7d.?
4. Add together $3\frac{1}{2}$ and $4\frac{2}{3}$, divide this sum by the product of these fractions, and subtract $\frac{1}{2}$ from the result.
5. If $\frac{2}{7}$ of an estate is worth £1350, what is the value of $\frac{2}{9}$ of it?
6. Reduce $3\frac{s. d.}{4}$ to the decimal of $16\frac{s. d.}{10\frac{1}{2}}$.
7. Divide £132 among A, B, and C, so that A shall have twice as much as B, and B half as much again as C.
8. Find the square root of 10·0489.
9. When $a = \frac{3}{4}$, $b = \frac{1}{3}$, find the value of $a b + a - 2b$.
10. Divide $a^5 + b^5$ by $a + b$.
11. Find the cube of $\frac{3}{4} x^2 y^{m+1}$. What will be its numerical value when $x = 2$, $y = 1$?
12. Solve these equations :

$$\frac{1}{x} + \frac{1}{2x} + \frac{1}{3x} = \frac{11}{12}.$$

$$17 - 4(2x - 7) = 5.$$

$$\begin{cases} 4x + 2y = 10\frac{1}{2} \\ 7x - 3y = 3\frac{3}{4} \end{cases}$$

$$\frac{x+1}{x} - \frac{x}{x+1} = 1\frac{1}{2}.$$

13. Find the number from the fifth part of which if 4 be taken, four times the remainder is equal to 12.
14. The product of two numbers is 40 ; if the lesser is increased by 2, the product is increased by 16.

FRENCH. *Thursday Morning, 7th June, 1866.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. Write the following words in the plural number :—héros, chef-d'œuvre, feu, oiseau, cheval, ciel, noix, chou-fleur.
2. Give the participles of the following verbs :—payer, plaire, mourir, naître, rire, résoudre, vivre, lire, savoir.
3. Translate into English :—

(1.) Pendant son sommeil, il eut un songe. Il lui sembla voir un char attelé de deux dragons, qui volaient vers lui du haut de la nue. Dans ce char était la déesse Cérès, couronnée d'épis, et portant une gerbe et une faucille.

(2.) Les portes sont occupées par une foule de jeunes guerriers, couverts d'armes étincelantes, appuyés sur leurs lances, la tête haute, et rejetant en arrière le panache qui ombrage leurs casques. Ils glacent d'effroi ceux même qu'ils ne menacent pas, et ils semblent déjà savoir qu'ils doivent soumettre le monde. Numa pénètre dans la ville; partout il voit l'image de la guerre, partout il entend le bruit des armes.

(3.) Telle et plus belle encore était la guerrière. Numa la prend pour Pallas; il tombe à genoux devant elle, veut prononcer des vœux, et ne peut retrouver l'usage de la parole. Sa langue est attachée à son palais; sa bouche reste à demi-ouverte; ses bras demeurent étendus vers celle qu'il contemple; ses yeux fixes et éblouis la regardent sans mouvement.

(4.) Après ces paroles, il saisit un taureau furieux, que vingt sacrificateurs pouvaient à peine contenir; le roi, d'une main, l'entraîne à l'autel, le fait tomber sur les genoux, arrache quelques poils de son large front, l'immole; et les prêtres achèvent le sacrifice.

4. Translate into French :—

He gave them to me.
Do not give me any.
He is wiser than he was.
It is your turn to speak.

5. Write the Latin words from which the following words are derived :—épi, faucille, tête, tout, maître, vœu, poil, peine, immoler, vingt, encore, bras, beau.
6. Translate into French :—

It will be felt of what importance the dog is in the order of nature, if we suppose for a moment that the species had never existed. Without the help of the dog, how would man have been able to conquer, and reduce to subjection, the other animals? Man's first art then was the training of the dog, and its result was the conquest and peaceable possession of the earth.

EUCLID, BOOK I. *Thursday Afternoon, 7th June, 1866.*

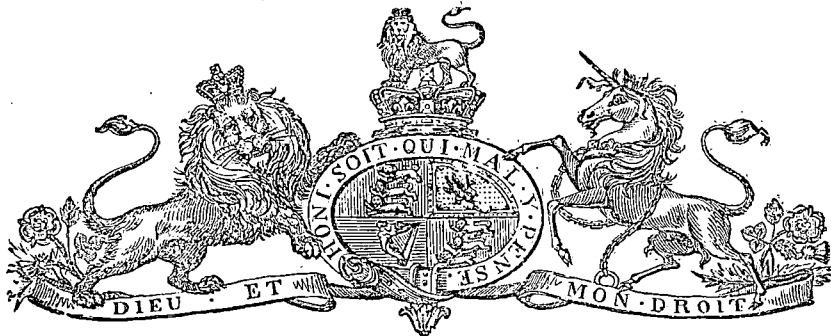
[Three hours.]

REV. F. W. QUILTER, *M.A., Examiner.*

1. Define a plane angle, a plane superficies, an isosceles triangle, a figure, a circle, an axiom, a corollary, a term, a trapezium; write out the last axiom and state what theorem in the 1st Book this axiom is used to prove.
2. Any two sides of a triangle are together greater than the third side. Prove this in all three cases.
3. Prove that two straight lines cannot have a common segment.
4. Upon the same base, and on the same side of it, there cannot be two triangles that have their sides which are terminated in one extremity of the base equal to one another, and likewise those which are terminated in the other extremity. Prove this in case II only, when the vertex of one triangle falls within the other.

5. Prove that if the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by these two sides is a right angle. If in any right-angled triangle the side opposite to the right angle be 13 inches and one of the other sides be 5 inches, find the length of the remaining side.
6. Describe a parallelogram that shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle.
7. Prove that if a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are together equal to two right angles. To how many right angles are the interior angles of a pentagon equal? How could you find the sixth part of a right angle by means of an equilateral triangle?
8. Prove that straight lines which are parallel to the same straight line are parallel to each other.
What is the greatest number of angles you could possibly describe by means of three, and how many could you describe by means of four straight lines?
9. Write out the enunciations of the three Propositions in the 1st Book of Euclid which treat of equal triangles; viz.—the ivth, viiith, and xxvith.
10. At a given point in a given straight line make a rectilineal angle equal to a given rectilineal angle. What condition is necessary that it may be possible to draw the second of the two triangles? How do we know it to be fulfilled in this case?
11. Describe a square on a given straight line. What is the corollary to this Proposition?

N.B.—In writing out the Propositions attention must be paid to punctuation, spelling, and handwriting, and no symbols or abbreviations may be used.



*Board of Education, Hobart Town,
28th June, 1866.*

EXHIBITIONS TO SUPERIOR SCHOOLS.

THE Board of Education have directed the publication of the annexed Report of the Examiners appointed to conduct the Examination of Candidates for Exhibitions from Public to Superior Schools.

The Examiners have certified that the under-mentioned Candidates have exceeded half the maximum number of Marks fixed by the Board as the standard of qualification for an Exhibition :—

JOHN T. M'DONALD, aged 10 years, Public School, Elizabeth-street, Launceston.

ALFRED C. BONNER, aged 12 years, ditto ditto.

HENRY TROWBRIDGE, aged 12 years, ditto, Sandy Bay.

JOHN SPARROW, aged 12 years, ditto, Elizabeth-street, Launceston.

The Board have, accordingly, awarded to each of the above Candidates an Exhibition of the value of £16 13s. 4d. per annum, tenable for Four years from the 1st July next, at such Superior School as may be named by the Parent, and be approved by the Board.

By Order of the Board,

MURRAY BURGESS, *Secretary.*

TO THE BOARD OF EDUCATION.

20th June, 1866.

GENTLEMEN,

WE have the honor of presenting to the Board of Education a Report of the recent Examination for Exhibitions.

The Examination commenced on the 14th, and ended on the 16th instant, having occupied eighteen hours. The number of competitors was thirty-seven, of whom four underwent the same examination at Launceston, under the superintendence of the Inspector of Schools and the Rev. F. Hales. The rest were examined at Hobart Town.

The subjects, and the value assigned to each of them, were the same as at the last Examination. The results are exhibited in the annexed Table of Marks.

We have to offer the following remarks respecting the work done in the several subjects :—

I. Reading, Dictation, and Penmanship. A. DAVENPORT, *Examiner.*—The pronunciation was in many instances bad, and it would be easy to specify other faults; but the reading was generally very fair, considering the age of the boys. The writing from dictation was in no instance quite free from faults in spelling, and was generally not so good as I expected. The writing of a few was bad; that of Ryan, Trowbridge, and Stanley was good, and was generally very fair.

II. Geography. R. D. HARRIS, *Examiner*.—The Geography paper was very creditably done by a large proportion of the boys. Tibbs, Trowbridge, Bonner, and M'Donald obtained upwards of half marks, while several others did respectably. Only three or four boys can be said to have absolutely failed in this subject, which seems to be well and carefully taught in the Schools that sent competitors.

III. English Grammar. R. D. HARRIS, *Examiner*.—In this subject M'Donald is very decidedly the best; next to him in merit comes Bonner. A fair knowledge of Grammar was shown by Aldred, Trowbridge, Innes, Sharpe, and Snowden. Sharpe is low in marks on account of his very bad spelling. A majority of the Candidates were unable to parse, even to the extent of telling correctly the Parts of Speech, and only two or three showed any knowledge of Case.

IV. History. A. DAVENPORT, *Examiner*.—The subject was better prepared than formerly. Few, however, answered the questions well, and most of the boys showed little accurate knowledge. Bonner's work was very good; M'Donald and Trowbridge answered creditably. Perhaps some books could be introduced into the Schools by means of which the History of England, and the facts of Sacred History, would be better taught than they seem to be at present.

V. Arithmetic. A. DAVENPORT, *Examiner*.—This paper was done satisfactorily by no less than seven boys; by one of them, M'Donald, admirably. He answered thoroughly and correctly every question. The work of Bonner, Trowbridge, and Sparrow also deserves special mention. Many of the boys, however, failed in this subject.

VI. Algebra and Euclid. R. D. HARRIS, *Examiner*.—All but one boy attempted some part of this paper; but eight of the Candidates showed up no Algebra, and two of them no Euclid. From such young boys little can generally be expected in either of these subjects, and this must account for the small number of marks obtained by a majority of the Candidates. Some of the boys, however, passed an excellent examination. Bonner and M'Donald obtained nearly full marks both in the Algebra and Euclid. Trowbridge and Sharpe obtained full marks for all but the last question of the Algebra. Johnston also nearly cleared the Algebra questions. In previous years, the Euclid examination has been almost nugatory. This year Bonner, M'Donald, and Trowbridge answered the Euclid questions remarkably well; while Taylor, Sparrow, and Ryan got a fair share of the marks assigned to that portion of the paper. Under these circumstances, I may pronounce the examination in this subject to be very superior to that of any previous year.

A scrutiny of the work, as exhibited in detail in the Table of Marks, will show that the results of this Examination are in a high degree satisfactory. Comparing them with those of former years, we find a number of marks obtained by the foremost competitor larger than any assigned heretofore. Or, to contrast them with the results of last year only, it appears that the first ten boys then obtained each, on an average, 456 marks: the average number of the first ten this year is 653; the highest number being then 720, as compared with 923 in this year's Table. The increase in the number of competitors is also very striking. A larger number offered themselves than at any previous Examination, and more than twice as many as at that of last year. These results, in our opinion, reflect much credit on the Masters whose Scholars have so honorably distinguished themselves.

The standard of qualification for an Exhibition having been fixed by a regulation of the Board at half the maximum number of marks, we have the pleasure of certifying that John T. M'Donald, Alfred C. Bonner, Henry Trowbridge, and John Sparrow have reached that standard, and that they are, in our opinion, well deserving of the honor. We would further record our opinion that the work of six others whose names are next on the list is highly creditable.

ARTHUR DAVENPORT, *B.A.*

R. D. HARRIS, *M.A.*



TABLE OF MARKS.

No.	NAME.	AGE.	SCHOOL.	TEACHER.									Algebra and Euclid.	TOTAL.
					Reading.	Dictation.	Penmanship.	Geography.	Grammar.	History.	Arithmetic.			
		yrs. mhs.	[Maximum Number of Marks—		50	50	50	250	200	200	250	150	1200	
1	M'Donald, John T. . .	10 3	Elizabeth-st., Launceston	Leach, R.	25	30	18	200	144	116	250	140	923	
2	Bonner, Alfred C. ...	12 4	Ditto	Ditto	30	24	28	204	113	145	192	145	881	
3	Trowbridge, Henry ..	12 1	Sandy Bay.....	M'Creary, J...	30	40	40	206	106	112	193	120	847	
4	Sparrow, John	12 6	Elizabeth-st., Launceston	Leach, R.	30	34	30	120	83	38	169	100	604	
5	Tibbs, James William	10 7	Goulbourn-st., Hobart Town	Reynolds, W. J. J.	28	30	18	210	57	69	128	41	581	
6	Shield, John G.	12 8	Trinity Hill, ditto..	Johnston, W...	37	42	16	151	94	21	136	65	562	
7	Aldred, Frederick A. .	11 0	Ditto	Ditto	26	34	24	115	110	92	98	56	555	
8	Innes, Edward George	12 3	Brown's River	Tucker, H. H.	33	26	17	123	100	85	86	70	540	
9	Sharpe, Francis	12 0	Sandy Bay.....	M'Creary, J...	21	24	18	137	60	26	151	110	532	
10	Dix, James E.	11 1	Elizabeth-st., Launceston	Leach, R.	30	34	27	114	60	70	93	90	508	

EXAMINATION PAPERS.

GEOGRAPHY. *Thursday Morning, 14th June, 1866.*

[Three hours.]

Rev. R. D. HARRIS, *Examiner.*

1. What is meant by *equator* ; *parallels of latitude* ; *tropics* ; *polar circles* ; *torrid, temperate, and frigid zones* ?
2. What is meant by *a continent* ; *a peninsula* ; *an isthmus* ; *a gulf* ; *a strait* ; *an estuary* ?
3. Of what countries are the following cities the capitals :—*Amsterdam, Berne, Christiania, Dresden, Königsberg, Madrid, Paris, Stockholm* ?
4. What is the population of each of the above cities ? and what the language spoken in them ?
5. Draw carefully an outline map of England, marking the course of the principal rivers, and the position of the chief mountains.
6. Into how many counties is England divided ? Name any two on the east coast ; any two on the south coast ; any two midland counties ; and any two Welsh counties ; giving the principal town of each.
7. What countries are watered by the following rivers :—*the Seine, the Don, the Elbe, the Vistula, the Guadalquivir, the Tiber, the Yang-tse-kiang, the Niger, the Arkansas* ?

8. Name three of the principal Islands of the Eastern Archipelago, and three of the principal groups of Islands in the Pacific Ocean.
9. Where are the following towns:—*Havannah, Savannah, Riga, Nankin, Perth, Acapulco, Corunna, Bahia, Salonica, Timbuctoo, the Hague, Toronto, Ava, Aleppo, Gottingen?*
10. Name three of the largest lakes of America, and three of the largest of Europe. Give, as nearly as you can recollect, the area of each in square miles.
11. Specify the name, and height in feet, of the highest mountain in each of the five great divisions of the globe.
12. Which are the countries that chiefly export the following articles:—*raw cotton, raw silk, hemp, olive oil, indigo, spice, tobacco, rice, currants, raisins, dried fish, tallow, teak-wood, and silver?*

HISTORY. *Thursday Afternoon, 14th June, 1866.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

What was the sin of Jeroboam?

2. Where were Bethel, Samaria, Beersheba, Mount Carmel, Jezreel, Zarephath, Damascus, and Ekron?
3. Give some account of the kings Jehu, Jeroboam II., Asa, Hezekiah, and Ahaz; stating briefly the principal facts recorded in the reign of each of them.
4. Name the kings of England in the order of their succession from the death of Stephen to the battle of Bosworth Field.
5. State in whose reign the following persons severally lived, and for what each is famous; viz.—Simon de Montfort, Wat Tyler, Joan of Arc, Caxton, Wicliffe, Chaucer, Anne Boleyn, Hampden, Drake, Milton, Wolfe, Marlborough, Walpole, Warren Hastings.
6. Write a few particulars about each of the following events; viz.—The abdication of James II., the death of Charles I., the conquest of Ireland, the battle of Bannockburn, the death of Mary Queen of Scots, the battle of Agincourt, and the battle of Culloden.

ENGLISH GRAMMAR. *Friday Morning, 15th June, 1866.*

[Three hours.]

REV. R. D. HARRIS, *Examiner.*

1. Give the meaning of the words,—hare, hair, leak, tale, cell, pail, rite, pare, plum, practise.
2. Alter everything that is wrong in the following:—
 - (a) The whole in the coat was sown up with an neadle.
 - (b) She hung her mantal on the mantel-piece to dry.
 - (c) An heel bit a boy on the heal of the foot and the soar was a long time eeling up agin.
 - (d) I can hear what takes place when I stand here.
 - (e) They were makeing hay in the field were the helm trees where planted; but wether they finisbed there buisness before the whet whether set in I am not abel to say.
3. Write the plurals of,—monkey, fly, industry, baby, church, loch: also shew how you would use the apostrophe in putting the following into the Possessive Case,—boys, ass, witnesses, woman, Moses, cat, lady.

4. Give the meaning of,—Conjunction, Relative Pronoun, Preposition, Auxiliary Verb, Passive Verb, Inflexions.
5. Write the past tense of the Verb “to be” in the Indicative, Potential, and Subjunctive Moods.
6. Parse the words printed in Italics:—

[NOTE.—In parsing the Nouns or Pronouns be careful to give the Case; in parsing Adverbs, Adjectives, or Participles state what words they qualify.]

I saw him. A man neglected and old begged for bread. Stand up. This is the cat that killed the mouse. He comes very often.

7. Is there any difference in meaning between the Verbs “to sit” and “to set;” if so, what is it? If there are any errors in the following sentence put them right, and explain why you make the alterations:—He laid out in the wet all night, and when he awoke he was so stiff that he could neither lay nor set with comfort.
8. Analyse the sentences,—

He struck him. He is living in the bush. The man, who did it, ran away as fast as he could.

ARITHMETIC. *Friday Afternoon, 15th June, 1866.*

[Three hours.]

REV. A. DAVENPORT, *Examiner.*

1. From fifteen millions fifteen thousand and five subtract one hundred and nine thousand three hundred and seventeen. Write the answer in words.
2. Reduce to ounces 1 ton 2 cwt. 1 qr. 15lbs. 7 oz.
3. What sum of money must be divided among 27 boys so that each of them may have £4 2s. 3d.?
4. Find by Practice the cost of 5 cwt. 3 qrs. 13lbs. at £4 3s. 7d. per qr.
5. A man's pay is three shillings and tenpence a day, what is his yearly income?
6. Find the simple interest on £516 for $5\frac{3}{4}$ years at $6\frac{1}{2}$ per cent. per annum.
7. Add together 3, $2\frac{3}{4}$, and $\frac{5}{7}$.
8. Subtract 3·007 from 4 and divide the remainder by 0·03.
9. Reduce 3s. 6d. to the fraction of 4s. 8d.
10. 4 men can earn £15 in 21 days, when the days are 10 hours long, how much will 3 men earn in 27 days, when the days are 8 hours long?
11. A tradesman sold for £36 5s. goods which he had bought for £39 10s. What was the amount of his loss, and how much per cent. on the cost price did he lose?
12. Three boys, A, B, and C, divide among them £23 2s., A receiving twice as much as B, and thrice as much as C. Find their shares.

ALGEBRA AND EUCLID. *Saturday Morning, June 16th, 1866.*

[Three hours.]

REV. R. D. HARRIS, *Examiner.*

1. If $a = 1$, $b = 2$, $c = 3$, $d = 4$, and $e = 5$, what will be the value of $ab + ac - bc + cd$, and of $(ac + b^2)^2$?
2. Add together $12a + 13b + 5c + 17d$, $8a + 12b + 8c + 15d$, $15a + 23b + 11c + 10d$, and $3a + 10b + 18c + 4d$.

3. Add together $5xy - 7ez + 18ax - 14by$; $3xy - 5cd + 11eg + 14ez$, $13ax + 20eg - 35cd + 18$, and $25xy - 15eg + 9by - 12ax$.
4. From $12x + 6a - 4b - 12c - 7e - 5f$ subtract $2x - 3a + 4b - 5c - 7e + 2f$.
5. Multiply ab by ac , bdx by $-cdx^2$, and $-a^2x^3$ by $-a^3x^2$.
6. Multiply $a^2 + 2ax + x^2$ by $a + x$; also $x^4 - x^3 + x^2 - x + 1$ by $x^2 + x - 1$.
7. Divide abx^3y^4 by $-bxy$; and $5x^3y^3 - 40a^2x^2y^2 + 25a^4xy$ by $5xy$.
8. Divide $x^3 + 6x^2 + 9x + 4$ by $x + 4$.
9. Solve the Equations—
 - (1.) $4x - 2 = 3x + 4$.
 - (2.) $15x - 24 = 20 + \frac{x}{3}$.
 - (3.) $x - \frac{x}{2} + \frac{x}{3} - \frac{x}{4} = 7$.
 - (4.) $4(x - 3) + 3x + 1 = 2(x + 2)$.
 - (5.) $\begin{cases} x + y = 9 \\ 3x + 5y = 35 \end{cases}$
10. A father's age is twice as great as his son's; but 10 years ago it was 3 times as great. Find the age of each.
11. Give the definitions of *a line*, *an angle*, *a circle*; *a right-angled triangle*, *a square*, and *a rhombus*.
12. From a given point draw a straight line equal to a given finite straight line.
13. State Prop. 5; and prove Prop. 8.
14. Shew how to bisect a given angle.
15. Shew that any two angles of a triangle are together less than two right angles.