

(No. 35.)



1868.

T A S M A N I A .

LEGISLATIVE COUNCIL.

DEGREE OF ASSOCIATE OF ARTS.

EXAMINERS' REPORTS, 1867.

Laid upon the Table by Sir R. Dry, and ordered by the Council to be printed,
August 11, 1868.



TASMANIAN COUNCIL OF EDUCATION.

DEGREE OF ASSOCIATE OF ARTS—SEPTEMBER, 1867.

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

FIRST CLASS.

RICHARD LYONS HOME, aged 16, Edinburgh, Scotland, Pupil of the High School, Hobart Town, Rev. R. D. Harris, M.A., Rector. Awarded the Council's Gold Medal, First Prize in Latin, and First Prize in French.

EDWARD HENRY BUTLER, aged 16, Hobart Town, Pupil of the Hutchins School, Hobart Town, Rev. J. R. Buckland, B.A., Head Master. Awarded First Prize in Mathematics.

REGINALD CRAWFORD BOYD, aged 17, Hobart Town, Pupil of the Hutchins School, Hobart Town, Rev. J. R. Buckland, B.A., Head Master. Awarded Second Prize in French.

JOHN VANSITTART BUCKLAND, aged 17, Hobart Town, Pupil of the Hutchins School, Hobart Town, Rev. J. R. Buckland, B.A., Head Master. Awarded First Prize in Greek.

SECOND CLASS.

WALTER TYRRELL GILL, aged 17 years, Hobart Town. Tutors, Messrs. Cairnduff and Schutz.

CHARLES HENRY HUXTABLE, aged 16 years, Hobart Town, Pupil of City (private) School, Hobart Town, H. M. Pike, Esq., Master. Awarded Prize in Natural Philosophy.

HERBERT HOWARD PERKINS, aged 15, Hobart Town, Pupil of the Hutchins School, Hobart Town, Rev. J. R. Buckland, B.A., Head Master.

THIRD CLASS.

CHARLES EDWARD BARNARD, aged 17, Hobart Town, Pupil of the Hutchins School, Hobart Town, Rev. J. R. Buckland, B.A., Head Master. Awarded Prize in Geology.

FREDERICK HENRY EDWARDS, aged 18, Hobart Town, Pupil of the High School, Hobart Town, Rev. R. D. Harris, M.A., Rector.

The Council have further directed the publication of the name of the under-mentioned Candidate, over the age of 19 years, who has passed the Examination for the Degree of Associate of Arts to the satisfaction of the Examiners, and upon whom that Degree has been conferred accordingly.

EDWARD PITFIELD, aged 20 years, Hobart Town, formerly a Pupil of the High School, Hobart Town, Rev. R. D. Harris, M.A., Rector.

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

By Order of the Council,

18th September, 1867.

MURRAY BURGESS, *Secretary.*

EXAMINERS' REPORT.

16th September, 1867.

MR. PRESIDENT AND MEMBERS OF THE COUNCIL OF EDUCATION.

THE Examiners appointed by the Tasmanian Council of Education to conduct the Examination for the Degree of Associate of Arts have the honor to report as follows.

The various subjects of the Preliminary Examination and of the subsequent Examinations remained unchanged in mark value, as did also the standards for the several Classes. The latter are fixed as follows:—For a First Class, 2150 marks; for a Second, 1750; and for a Third, or the bare attaining the Degree, 1350.

It may be well to put on record here, as affording some guidance to future Candidates, the reasons why these several values are fixed. It is presumed that the bulk of Candidates will, in their ordinary School training, have studied English (comprising History and Geography), Latin, Mathematics, and Greek. Now, the values affixed to these in the Council's scheme are severally 1000, 800, 800, and 800. The limit for passing in English is 500, in Latin 350, in Greek 350, and in Mathematics 160. A Candidate, therefore, who just passes in each obtains 1360 marks,—or sufficient to entitle him to the Degree. Again, the marks required in these subjects for passing with credit are severally 750, 550, 500, and 400. A Candidate, therefore, who passes with credit in all obtains 2200, or 50 marks more than the number which entitles to a First Class; and such a student certainly deserves the position.

At the same time it is not necessary that a student, to obtain a First Class, should be equally good in all these four; for the other subjects selected by the Council afford him an opportunity of making good his deficiencies. Thus a Candidate whose forte is linguistic study will probably present French in addition to Classics; and one whose liking is for Mathematics will probably have added to his Mathematics Natural Philosophy, and, it may be, Geology: so that no Candidate of real ability need fall short of the highest Class.

The Degree and a Second Class has been once attained without any knowledge of Latin or of Greek; but a First Class could scarcely be won without passing in Latin, at least. And this is as it should be; for even if the value of the study of one dead language as a means of disciplinary education be put out of sight, still some knowledge of Latin is almost indispensable, whatever the future career of a Candidate may be.

Prior to any general comments on the Examination now concluded, the Reports on the several subjects are subjoined.

For the Preliminary Examination eleven Candidates presented themselves, of whom one only was rejected.

The Reading aloud of the Candidates was, on the whole, satisfactory. They were required to read only from the play of Shakspeare which they had prepared for the Examination, so that they had some previous acquaintance with the passages in which they were tested.

The Writing from Dictation of a passage from the *Spectator* was very good. All the Candidates evinced a sufficient knowledge of the outlines of English History and of general Geography prescribed; but the Arithmetic was less satisfactory. Only one obtained full marks for the four easy questions set: of the rest, two others did barely enough to pass, and one was altogether rejected.

The Preliminary Examination occupied Thursday, the 5th September, and the ordinary Examination was commenced at 9 A.M. on the following day, and continued for five days for about seven hours each day.

With regard to the Examination, it may be remarked that the practice of past years was changed this year in one particular. No Time Table of the subjects of Examination was published. The object proposed was, if possible, to deter candidates from cramming, which the previous system had, it was feared, to some extent tended to encourage. If Candidates could only be persuaded of the fact that during the Examination the work of answering the questions is quite sufficient strain upon their mental energies, without their attempting meantime to acquire additional knowledge, much would be really gained by them in the general quality of the work done in the Examination, even if now and then they lost some one question to which a preceding evening's work might have furnished the answer. Now, it seemed just possible that they might abstain from thus overworking themselves if they were left in uncertainty as to the nature of the next paper to be set, and therefore a Time Table, as has been said, was not furnished to Candidates this year.

This year, as in 1863, 1865, and 1866, a Candidate presented himself for Examination who was above the age prescribed for prizes. Lest the work of others should suffer by comparison with the work of one whose superior age might have enabled him to acquire superior knowledge, he was not allowed, like the rest, to conceal his name by affixing a motto to his papers. He is not, in the Reports that follow, reckoned among the Candidates, nor is any account taken of his work.

The Reports on the several subjects of Examination, in the order in which they are arranged in the Council's list, are as follow:—

I. ENGLISH (*including the History of England from the Restoration to the Accession of George III., and Geography.*)

Nine Candidates. Eight passed, none with credit. The questions on Morell's Grammar were, on the whole, very fairly answered, the analysis of sentences well done, and the selections from the Merchant of Venice had evidently been carefully got up. The original compositions in answer to the question, "What is a Newspaper?" were, as compositions, pretty fair, and written in correct English, but were rather more essays about a Newspaper than the simple description required.

The great defect in the English seemed to be a knowledge of the derivation of words. One question asking the derivation of such words only as are explained in the notes of the edition of the Play used was fairly done, especially by Gill; but two other questions on derivations of words either occurring in the Play or in common use, such as "Police" and "Sir," were very indifferently answered. It may be remarked, generally, that in questions of Etymology, whether in English, Greek, or Latin, Candidates are too apt to forsake altogether the dictates of common sense, and to regard similarity of sound without even thinking of the necessary connection of meaning. Thus, to select one instance, and by no means a glaring one,—a Candidate derived the word "street," correctly enough, from the Latin *stratus*, but instead of then quietly thinking out the meaning of *stratus*, "paved," which would at once have shown him the connection of meaning, he, misled by sound, and disregarding sense, proceeded to assign as a reason for the derivation, "because the streets are straight."

The History was, on the whole, well done,—better than the Geography. The answering to the History questions was, however, unsatisfactory in this respect,—that there was but little power of selection or discrimination shown in giving the narratives of events. Petty details were set out at length, to the exclusion sometimes of really important and salient points. Moreover, the fault of diffusiveness injured the work of some candidates in another way, for they left themselves scant time to do the Geography questions, which followed the history. However, the knowledge of History shown must, in spite of all defects, be pronounced very satisfactory.

The average of the marks of the nine Candidates is 586 out of a possible 1000, as against 528 in 1866, and 536 in 1865.

The answering of Gill was considerably the best, but even he did not attain sufficient to entitle him to credit. Experience seems to show, however, that the standard for credit is fixed somewhat too high in this subject. It has, since the Examination was settled in its present form in 1863, been only once attained, viz., by Hogg in 1864: and it is possible, considering the diversity of subjects brought together under the head of English, and the difficulty of excelling in all, that it might be reduced from three-fourths of full marks to seven-tenths, or nearly the proportion fixed for credit in Latin. It may be remarked, however, that such a reduction would not have affected the position of any Candidate this year.

LATIN.

Nine Candidates. All passed, one (Home) with credit.

The Examiner who had charge of the Examination in Latin and Greek has not had an opportunity for three years past of judging for himself of the Classical work of the Associates, and was agreeably surprised at the very marked improvement shown in grammatical knowledge of both languages.

The books prescribed had evidently been carefully studied: the translations were, on the whole, good, but too often inaccurate in the little points that mark scholarship. The formation of words was here, as in English, the weak point; nor did any Candidate shew the knowledge which might have been expected of the derivation of English words from the Latin ones given. To take the first on the list, *cuneus*, a wedge, we might have supposed that, even if a Candidate had never heard of cuneiform, or wedge-shaped, writing, the Quoin Hill so constantly seen might have provoked enquiry as to the origin of its name. Home did a very creditable copy of verses, and Boyd a moderately good set; none of the others' attempts being worth much. Home's Latin prose was fair, and his translation of a piece of Livy, not prepared for the Examination, was also good. The

others neglected sadly to bring to bear those grammatical principles with which it was clear from the rest of the paper that they had made themselves acquainted.

The average of the marks is 483 out of 800 ; against 505 last year, and 529 in 1865.

III. GREEK.

Seven Candidates. All passed, two (Buckland and Home) with credit.

Very much the same remarks as have been made on the answering in Latin apply here ; but the translations from Greek prose were not so good as the Latin ones. As an instance of the kind of defects noted, it may be remarked that the distinction of the past tenses in Greek was habitually disregarded.

Buckland came to the front in the first paper, and maintained his position. Home also, by very good answering in the second paper, just managed to achieve credit.

The average of the marks is 439 out of 800 ; against 457 last year, and 499 in 1865.

IV. MATHEMATICS.

Nine Candidates. Two failed ; one (Butler) passed with credit.

On the whole, the answering was not pleasing. Too much of the work was inaccurate and untidy,—two very bad faults in mathematical papers. In the lower paper the work of Butler and of Home only could be termed good : in the higher paper that of Butler and Huxtable may be called fair, seeing that neither of them had read Trigonometry.

The unfavourable impression left by the work is confirmed by a comparison with prior marks. This year the average is 244 out of 800 ; last year it was 306, and in 1865, 307.

V. FRENCH.

Nine Candidates. All passed ; six (Home, Boyd, Buckland, Gill, Butler, and Huxtable) with credit.

The grammatical questions were well answered, and the translations of passages from the books prescribed, and from Bossuet, were exceedingly good.

As heretofore, the weak point was the derivation of French from Latin ; and the translation into French was not nearly so good as might have been expected from the grammatical knowledge possessed by the Candidates.

The average of marks obtained is 417 ; against 340 last year, and 385 in 1865.

VI. NATURAL PHILOSOPHY.

Three Candidates : one failed, one passed ; one, Huxtable, with credit.

This subject was not presented at all last year ; and of the four Candidates who attempted it in 1865 all failed. For comparison, therefore, it is necessary to go back to 1864 ; Hogg's year. The marks obtained by Huxtable this year are slightly better than those obtained by Hogg : 76 per cent. against 67 per cent. of full value. The answering of the other Candidate who passed was also satisfactory.

VII. GEOLOGY.

One Candidate, Barnard, who passed with credit ; obtaining 260 marks out of a possible 300.

In the absence of Mr. Gould, the paper was set and the answers valued by the Lord Bishop of Tasmania, who had also taken part in the preliminary *vivâ voce* examination.

The answering of the Candidate was highly satisfactory, shewing that the Text Book prescribed had been diligently studied, and its contents thoroughly mastered ; evidencing, also, some real love of the subject.

It is desirable that, in addition to the paper-work, some *vivâ voce* examination should be conducted, on specimens placed before the Candidates ; so that they might be induced to make book knowledge real, by becoming familiar with the leading fossils and geological specimens to be found in the Museum, or, better still, in the repositories of nature. By this means, this study would be more likely to promote the interests of Tasmania, in which so few have any scientific knowledge of the rocks and mineral resources that lie around them.

VIII. DRAWING.

Was presented by three Candidates : one failed, two passed.

As this result is somewhat different from that first posted, it is right to explain that, after the close of the Examination, it was found that the figure given to be copied as Drawing from the Flat did not strictly come under this head. An additional paper was therefore set, with the approbation of the Council, in order to test more fully the skill of the Candidates in Free-hand Drawing. That of the two Candidates who finally passed deserves encouragement, but not any special credit.

The knowledge of Perspective displayed is very trifling,—not one of the problems given, though of the simplest character, was correctly worked.

With regard to the Examination as a whole, a tabular comparison with the last seven years gives the following results (omitting all Candidates over 19):—

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	TOTALS.
Total No. of Candidates...	12	12	10	6	6	15	7	10	78
Rejected at Preliminary Examination	3	2	2	1	0	1	0	1	10
Admitted to Examination..	9	10	8	5	6	14	7	9	68
Passed for A.A.	4	8	4	3	6	14	7	9	55
1st	3	2	0	0	2	6	2	4	19
2nd.	1	2	1	3	2	2	2	3	16
3rd	0	4	3	0	2	6	3	2	20
Highest obtained	2247	2722	2028	2003	3295	2955	2836	2530	2584*
Average of all who passed .	2132	2013	1788	1921	2228	2028	1932	2095	2006*

* Average of previous years.

The number, therefore, who presented themselves is very slightly above the average of preceding years; the proportion rejected at the preliminary slightly below it. All who were admitted to examination passed, in previous years only about 3 out of 4 having achieved success; the number of firsts and seconds is above the proportion of past examinations; that of third classes below it; and the average of marks obtained by those who passed, somewhat above the average hitherto maintained.

The results of these comparisons are without exception encouraging. Most of all is it gratifying to note that for the third year in succession none of those who passed the preliminary failed to obtain the Degree. This seems to prove that both pupils and their teachers better appreciate the task which lies before competitors for the Degree, and are making better preparation for it.

Indeed, the Examination throughout has proved this. Save in Mathematics, there is little fault to be found with the sufficiency of the knowledge of the Candidates. What is wanting is greater practical skill and readiness in the application of that knowledge: greater precision and accuracy, and more judgment in answering questions generally. All these are to be acquired only by systematic paper work, carefully revised.

It is well to advert to this point, for in this direction it is that improvement must be made by any of those who, obtaining the Degree this year, may hereafter become Candidates for the Scholarship. Difficulty they will have none in mastering the work before them; they must think now not of the "how much" they can learn, as the "how" they can reproduce and apply their knowledge.

Nothing in the conduct of the Examination calls for special notice save the zealous co-operation and indefatigable exertions of the Council's Secretary, Mr. Burgess.

Signed on behalf of the Examiners,

M. H. IRVING.

Appended will be found the Class Lists, general and special, and the detailed Table of Marks.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS—SEPTEMBER, 1867.

GENERAL CLASS LIST.

FIRST CLASS.

NAME.	MARKS.	AGE.		SCHOOL.	TEACHER.
		<i>yrs. mths.</i>			
1. Home, R. L.	2530	16 2	Council's Gold Medal. First Prize in Latin, £10; First Prize in French, £10.	High School, Hobart Town.	Rev. R. D. Harris, M.A.
2. Butler, E. H. ...	2456	16 5	First Prize in Mathematics, £10.	Hutchins School, Hobart Town.	Rev. J. R. Buckland, B.A.
3. Boyd, R. C.	2181	17 10	Second Prize in French, £5.	Hutchins School, Hobart Town. [Town.	Rev. J. R. Buckland, B.A.
4. Buckland, J. V. .	2157	17 2	First Prize in Greek, £10.	Hutchins School, Hobart	Rev. J. R. Buckland, B.A.

SECOND CLASS.

5. Gill, W. T.	2137	17 11	—	Evening Tuition only.	Messrs. Cairnduff and Schutz.
6. Huxtable, C. H. .	1993	16	Prize in Natural Philosophy, £5.	City (private) School. [Town.	H. M. Pike, Esq.
7. Perkins, H. H. .	1985	15 10	—	Hutchins School, Hobart.	Rev. J. R. Buckland, B.A.

THIRD CLASS.

8. Barnard, C. E. .	1732	17 6	Prize in Geology, £5.	Hutchins School, Hobart Town.	Rev. J. R. Buckland, B.A.
9. Edwards, F. H. .	1686	18 5	—	High School, Hobart Town.	Rev. R. D. Harris, M.A.

For the Examiners,

M. H. IRVING, M.A.

SPECIAL CLASS LIST.

<i>English.</i>	<i>Latin.</i>	<i>Greek.</i>	<i>French.</i>	<i>Mathematics.</i>	<i>Hydrostatics and Mechanics.</i>	<i>Geology.</i>	<i>Drawing.</i>
FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.
None.	Home.	Buckland. Home.	Home. Boyd. Buckland. Gill. Butler. Huxtable.	Butler. — — — — —	Huxtable. — — — — —	Barnard. — — — — —	None. — — — — —
SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.
Gill. Edwards. Home. Butler. Boyd. Buckland. Huxtable. Perkins.	Gill. Boyd. Buckland. Huxtable. Perkins. Butler. Barnard. Edwards.	Barnard. Boyd. Perkins. Gill. Butler. — — —	Perkins. Barnard. Edwards. — — — — —	Huxtable. Edwards. Home. Barnard. Perkins. Boyd. — —	Butler. — — — — — — —	None. — — — — — — —	Buckland. Gill. — — — — — —

For the Examiners,

M. H. IRVING, M.A.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION for the Degree of ASSOCIATE of ARTS.—September, 1867.

TABULATED RESULTS.

No.	NAME.	DATE OF BIRTH.	SCHOOL.	TEACHER.	English.	Latin.	Greek.	French.	Mathematics.	Hydrostatics and Mechanics.	Geology.	Drawing.	TOTAL NO. OF MARKS.	
					Maximum Number of Marks.									
					1000	800	800	600	800	300	300	300	4900	
1	Home, Richard Lyons....	15 July, 1851	High School, Hobart Town	Rev. R. D. Harris, M.A.	641	633 <i>c</i>	502 <i>c</i>	467 <i>c</i>	287	—	—	—	2530	First Class.
2	Butler, Edward Henry....	15 March, 1851	Hutchins School, ditto	Rev. J. R. Buckland, B.A.	638	434	380	426 <i>c</i>	425	153	—	—	2456	First Class.
3	Boyd, Reginald Crawford .	15 Nov. 1849	Ditto	Ditto	613	516	433	448 <i>c</i>	171	—	—	<i>n.p.</i>	2181	First Class.
4	Buckland, John Vansittart.	3 July, 1850	Hutchins School, Ho- bart Town	Rev. J. R. Buckland, B.A.	567	500	522 <i>c</i>	443 <i>c</i>	<i>n.p.</i>	—	—	125	2157	First Class.
5	Gill, Walter Tyrrell	14 October, 1849	Private Tuition	Messrs. Cairnduff & Schutz	684	530	392	431 <i>c</i>	<i>n.p.</i>	—	—	100	2137	Second Class.
6	Huxtable, Charles Henry..	6 Sept. 1851	City (private) School	Mr. H. M. Pike	539	480	—	422 <i>c</i>	324	228 <i>c</i>	—	—	1993	Second Class.
7	Perkins, Herbert Howard .	31 October, 1851	Hutchins School, Ho- bart Town	Rev. J. R. Buckland, B.A.	519	446	398	390	232	—	—	—	1985	Second Class.
8	Barnard, Charles Edward..	17 February, 1850	Ditto	Ditto	<i>n.p.</i>	417	445	375	235	—	260 <i>c</i>	—	1732	Third Class.
9	Edwards, Frederick Henry	14 April, 1849	High School, Hobart Town	Rev. R. D. Harris, M.A.	646	389	—	349	302	<i>n.p.</i>	—	—	1686	Third Class.

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

For the Examiners,

M. H. IRVING, M.A.

SEPARATE LIST.

CANDIDATE OVER NINETEEN YEARS OF AGE.

FIRST CLASS.

NAME.	MARKS.	AGE.		SCHOOL.	SCHOOLMASTER.
Pitfield, Edward	2309	yrs. ms. 20 6	Takes Honors in Mathematics; but is not eligible for any Prize, being above the prescribed age.	Formerly of High School, Hobart Town.	Rev. R. D. Harris, M.A.

For the Examiners,

M. H. IRVING, M.A.

SPECIAL CLASS LIST.

English.	Latin.	Greck.	French.	Mathematics.	Hydrostatics and Mechanics.	Geology.	Drawing.
2nd Class.	2nd Class.	2nd Class.	2nd Class.	1st Class.			
PITFIELD.	PITFIELD.	PITFIELD.	PITFIELD.	PITFIELD.	—	—	—

For the Examiners,

M. H. IRVING, M.A.

TABULATED RESULTS.—SPECIAL RETURN.

CANDIDATE OVER NINETEEN YEARS OF AGE.

NAME.	AGE.	SCHOOL.	TEACHER.	English.	Latin.	Greek.	French.	Mathematics.	Hydrostatics and Mechanics.	Geology.	Drawing.	Total No. of Marks.
				Maximum Number of Marks.								
				1000	800	800	600	800	300	300	300	4900
Pitfield, Edward	yrs. ms. 20 6	Formerly of High School, Hobart Town	Rev. R. D. Harris, M.A.	658	452	452	346	401 c	—	—	—	2309

For the Examiners,

M. H. IRVING, M.A.

11th September, 1867.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.—SEPTEMBER, 1867.

Preliminary Examination.

[Four Hours.]

1. Multiply three thousand five hundred and seventy-nine by nine thousand four hundred and seventy-five. Write down the product in words. Subtract it from one hundred million one hundred thousand one hundred and one and divide the remainder by 23879.
 2. *A* walks for three quarters of an hour taking every minute 126 steps of 31 inches. *B* walks for 35 minutes taking every minute 145 steps of 37 inches. How many yards, feet, and inches has *B* walked more than *A*?
 3. Nineteen hundredweight of sugar each weighing 112 pounds cost £32 15s. 6d. How much is gained or lost on each hundredweight; and how much on the whole by selling it at 4½d. a pound?
 4. A flagged courtyard measures 73 ft. 6 in. by 83 ft. 6 inches. Find the cost of relaying the flagging at 1s. 5½d. the square yard.
-
5. Where are the following ranges of mountains, and in what direction do they severally run—Apennines, Andes, Balkan, Dovrefeld, Himalayas, Ural?
 6. Mention in order the countries and the principal capes you would pass in coasting Asia from the Isthmus of Suez to Japan.
 7. Name the capitals of Brazil, Egypt, Ireland, Persia, Peru, Queensland, Spain, the United States.
 8. Where and what are Ceylon, Corea, Cotopaxi, Irrawaddy, Land's End, Leuwin, Marmora, Mexico, Murray, Ontario, Tunis, Ushant?
-
9. Give the dates of the accession and the death of Henry I., Richard I., Henry V., Richard III., Henry VIII., George III. To what House did each belong? Name the immediate predecessor of each, and their relationship.
 10. Give the dates and a brief account of these events—The Bye Plot, the Battle of Corunna, the signing of Magna Charta, the Norman Conquest, Pride's Purge, the destruction of the Armada.
 11. State briefly what you know of the following, and the reign in which each lived—Lord Burleigh, Lord Brougham, Robert Bruce, Lady Jane Grey, John Hampden, Warren Hastings.
 12. Name two distinguished persons in the reign of Henry VI., of Henry VIII., of Queen Elizabeth, of Charles I., of George III., and of William IV.; and an important event in the reign of Henry I., of Edward I., of Edward III., of Charles II., of George IV., and of Queen Victoria.

Preliminary Examination.

[Three hours.]

1. Parse according to Morell's scheme every word in the following:
Another fatal delusion had taken possession of his mind, and was never dispelled till it had ruined him.—MACAULAY.
2. Analyse fully and carefully, naming each sentence, its relation to other sentences, and the several parts of each sentence:
Gratiano speaks an infinite deal of nothing, more than any man in all Venice. His reasons are two grains of wheat hid in two bushels of chaff; you shall seek all day ere you find them; and when you have them they are not worth the search.—SHAKESPEARE.
3. Write down with their meanings English words of the same sound as the following, but differently spelt: bier, might, night, oar, sealing, size; and give the various meanings of bow, crow, raise, row.

PASSAGE FOR DICTATION.

When I am in a serious humour, I very often walk by myself in Westminster Abbey, where the gloominess of the place and the use to which it is applied, with the solemnity of the building and the condition of the people who lie in it, are apt to fill the mind with a kind of melancholy or rather thoughtfulness which is not disagreeable. I yesterday passed a whole afternoon in the churchyard the cloisters and the church, amusing myself with the tombstones and inscriptions that I met with in those several regions of the dead. Most of them recorded nothing else of the buried person but that he was born upon one day and died on another, the whole history of his life being comprehended in those two circumstances that are common to all mankind. I could not but look upon these registers of existence, whether of brass or marble, as a kind of satire upon the departed persons who had left no other memorial of them but that they were born and that they died. They put me in mind of several persons mentioned in the battles of heroic poems who have sounding names given them for no other reason but that they may be killed, and are celebrated for nothing but being knocked on the head; like Virgil's

Glaucumque Medontaque Thersilochumque.

The life of these men is finely described in Holy Writ by the path of an arrow which is immediately closed up and lost.—ADDISON.

English.

[Three hours.]

MORELL, Grammar and Analysis. SHAKESPEARE, The Merchant of Venice, Acts I.—IV.

[Questions 1—7 must be answered to the satisfaction of the Examiner.]

1. What is the general rule for the division of syllables? What other special Rules are also given by Morell?
2. Explain what is meant by (1) a Relative Pronoun, (2) an Intransitive Verb, (3) a Preposition, (4) a Middle Voice.
3. Name and explain the three classes of adjectives given by Morell. Give also with examples the subdivisions of the first and of the second class.
4. Shew by examples how the Noun, the Adjective, and the Adverb may be expanded into phrases and also into subordinate sentences.
5. 'I know, when we are to start'; 'I know the time, when we are to start':—What do you call the sentence 'when we are to start' in each of the foregoing?
6. Give instances of adjectives formed by the following affixes -en -fold -ish -less -ward. Shew from your examples what the meaning given by the affix is.
7. Parse fully according to Morell's scheme the following words in the extract following: old, swearing, did, but, outswear, rings.
8. Write down and name the several sentences which compose the following, without entering into detailed analysis—

Thou mayst, I warrant. We shall have old swearing,
 That they did give the rings away to men;
 But we'll outface them, and outswear them too.
 Away, make haste: thou know'st where I will tarry.
9. Give the full analysis of the following—

In sooth, I know not why I am so sad:
 It wearies me: you say, *it* wearies you:
 But how I caught it, found it, or came by it,
What stuff 'tis made of, whereof it is born
I am to learn:
 And such a want-wit sadness makes of me,
 That I have much ado *to know* myself.
10. Explain clearly the construction of the words italicized.
11. Give the derivation of the following words, and their meaning as used in this play: andrew, argosy, conceit, cope, gear, mere, peize, presently, prest, wit.
12. Trace fully the etymology of abridge, bankrupt, edifice, epitaph, measure, melancholy, money, treason, turquoise, vinegar.
13. Explain the following—

(1) To keep obliged faith unforfeited. (2) Your patience for my long abode. (3) Now by my hood a Gentile and no Jew. (4) The young Alcides when he did redeem the virgin tribute paid by howling Troy. (5) Hard food for Midas. (6) You stand within his danger.

14. Point out any faults of construction in the following—

(1) Nature hath framed other of such vinegar aspect. (2) There are a sort of men whose visages do cream and mantle like a standing pond. (3) Her name is Portia: nothing undervalued to Cato's daughter. (4) I would be friends with you. (5) What these Christians are whose own hard dealing teaches them suspect the thoughts of others. (6) For who love I so much? (7) How much more elder art thou than thy looks! (8) The party 'gainst the which he doth contrive shall seize one half his goods.

15. Give the dates of Shakespeare's birth and death. Name any seven of his other plays, not taken from English History, and state briefly the subject of any three of these.

16. Shew generally that the tendency of our language has been to reject or simplify inflections.

17. Give as completely as you can the etymology of these common words: anchor, paper, police, sir, street, suit, village.

18. Write a brief description to answer the question "What is a Newspaper"?

History of England.

[Three hours.]

1688—1760.

1. Detail the principal events of the campaigns in Ireland of 1689-90-91.
2. Give some particulars of two important measures passed in the session of 1695.
3. What rival claims led to the war of the Spanish Succession? What was the last treaty concluded by William III. on the subject, and with what other powers? What was the treaty by which the war was ended? when passed? and what were its main provisions?
4. What events led to the Act of Union? when was it passed? and what were its principal provisions?
5. Explain clearly the claim of George I. to the throne of England, by descent.
6. Give a brief account of the rebellion under the young Pretender.
7. Give with dates some account of (1) The Battle of La Hogue; (2) The Battle of Blenheim; (3) The Mutiny Act; (4) The Septennial Act; (5) Barclay's Plot; (6) The New Style.
8. State briefly with dates what you know of the following persons—Alberoni, Byng, Harley, Pitt, Walpole, Wolfe.

Geography.

9. Why do all nations agree about the latitude of places, while some differ about the longitude of the same places?
10. Name in order the eight primary planets. Give approximately their diameters and distances from the sun.
11. State approximately the proportion of land to water on the surface of the globe. What are the largest ocean and the smallest called? and whence are their names derived?
12. What are the principal causes which determine the climate of a place, and how do these causes severally operate?
13. What are the principal mineral products of Europe and where are they found?
14. What are the principal imports of Great Britain? whence are they obtained? and what is about their annual value?
15. Give the name and approximate size of the largest inland lake (1) in Tasmania, (2) in Great Britain, (3) in Italy, (4) in Asia, (5) in America.
16. Give some account of the population, area, physical character and resources of the Empire of France.
17. Draw an outline map of British India, marking the chief towns, mountains and rivers.
18. Where and what are the following—Acapulco, Amoor, Ballaarat, Breda, Diarbekir, Erzgebirge, Feejee, Grisons, Hatteras, Khartoum, Loo-Choo, Negropont, Oregon, Pulo-Penang, Rugen, Sioux, Sofala, Thian-Shan, Uruguay, Vancouver?

Latin.—I.

[Four hours.]

VIRGIL, *Æneid*, Book IV. HORACE, *Epistles*, Book I.

In parsing a word, if a Noun give case, number, gender, together with nominative and genitive singular; if a Verb give person, number, tense, mood, voice, together with the first person singular present and perfect indicative, the supine in -um, and the infinitive: wherever practicable explain the construction fully.

N.B.—Questions 1, 2, 3, 4 must be answered to the satisfaction of the Examiner.

1. Decline throughout *ætas*, *conjux*, *gravis*, *idem*, *jus*, *piger*, *res*, *solus*.
2. Translate literally—

Postquam altos ventum in montes atque invia lustra,
Ecce feræ, saxi dejectæ vertice, capræ
Decurrere jugis; alia de parte patentes
Transmittunt cursu campos atque agmina cervi
Pulverulenta fuga glomerant, montesque relinquunt.
At puer Ascanius mediis in vallibus acri
Gaudet equo; jamque hos cursu, jam præterit illos,
Spumantemque dari pecora inter inertia votis
Optat aprum, aut fulvum descendere monte leonem.

3. In the foregoing parse *decurrere*, *gaudet*, *relinquunt*, *descendere*; and *vertice*, *cursu*, *montes*, *votis*.
4. Give the principal parts of these verbs: *cogo*, *compono*, *credo*, *exquiro*, *impleo*, *misceo*, *remitto*, *sumo*, *uro*, *video*.
5. Translate—

Extemplo Libyæ magnas it Fama per urbes,—
Fama, malum, quo non aliud velocius ullum:
Mobilitate viget, viresque acquirit eundo;
Parva metu primo; mox sese attollit in auras,
Ingrediturque solo, et caput inter nubila condit.
Illam Terra parens, ira irritata deorum,
Extremam, ut perhibent, Cœo Enceladoque sororem
Progenit, pedibus celerem et perniciousis alis;
Monstrum horrendum, ingens, cui quot sunt corpore plumæ,
Tot vigiles oculi subter, mirabile dictu,
Tot linguæ, totidem ora sonant, tot subrigit aures.
Nocte volat cœli medio terræque per umbram
Stridens, nec dulci declinat lumina somno.
Luce sedet custos aut summi culmine tecti,
Turribus aut altis, et magnas territat urbes,
Tam ficti pravique tenax, quam nuncia veri.
Hæc tum multiplici populos sermone replebat
Gaudens, et pariter facta atque infecta canebat.

6. In the foregoing explain clearly and fully the construction of *quo*, *eundo*, *metu*, *Encelado*, *cœli*, *ficti*.
7. Translate—

Vertumnus Janumque, liber, spectare videris,
Scilicet ut prostes Sosiorum pumice mundus.
Odisti claves et grata sigilla pudico;
Paucis ostendi gemis et communia laudas,
Non ita nutritus. Fuge, quo descendere gestis.
Non erit emissio reditus tibi. "Quid miser egi?
Quid volui?" dices, ubi quis te læserit; et scis
In breve te cogi, quum plenus languet amator.
Quod si non odio peccantis desipit augur,
Carus eris Romæ, donec te deserat ætas;
Contrectatus ubi manibus sordescere vulgi
Cœperis; aut tineas pasces taciturnus inertes,
Aut fugies Uticam aut vinctus mitteris Ilerdam.
Ridebit monitor non exauditus, ut ille,
Qui male parentem in rupes protrusit asellum
Iratus: quis enim invitum servare laboret?
Hoc quoque te manet, ut pueros elementa docentem
Occupet extremis in vicis balba senectus.

8. In the foregoing explain clearly and fully the construction of *pumice*, *pudico*, *Uticam*, *rupes*, *servare*, *elementa*, *viciis*.
9. In what metre are the *Epistles* of Horace and the *Æneid* of Virgil written? State its rules and scan these lines and explain any irregularity in them—
- (1.) *Connubio jungam stabili propriamque dicabo.*
 - (2.) *Massylique ruunt equites et odora canum vis.*
 - (3.) *Lamentis gemituque et femineo ululatu.*
 - (4.) *Si melius quid habes arcesse vel imperium fer.*
 - (5.) *Ne Cibyratice, ne Bithyna negotia perdas.*
 - (6.) *Det vitam, det opes, æquum mi animum ipse parabo.*
10. Give the meaning and the full derivation of *campestre*, *continuus*, *hybernus*, *hydropicus*, *lapillus*, *proles*, *pronuba*, *repulsa*, *tento*, *trietica*, *villicus*, *vindicare*. In each case so far as you can illustrate the formation from other words.
11. What do you know of the following persons mentioned in your Horace: *Appius*, *Archilochus*, *Cato*, *Democritus*, *Pindar*, *Tibullus*?
12. Translate the following passages; explain clearly the allusions in them—
- (1.) *Materno veniens ab avo Cyllenia proles.*
 - (2.) *Non ego cum Danaïs Trojanam exscindere gentem
Aulide juravi.*
 - (3.) *Aut Agamemnonius scenis agitated Orestes.*
 - (4.) *Tria virginis ora Dianæ.*
 - (5.) *Nunc in Aristippi furtim præcepta relabor.*
 - (6.) *Non possis oculo quantum contendere Lynceus.*
13. Translate into Latin Hexameters—
- The long day wanes, the slow moon climbs; the deep
Moans round with many voices. Come, my friends,
'Tis not too late to seek a newer world.
Push off and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the Western Stars, until I die.
It may be that the gulfs will wash us down;
It may be we shall reach the Happy Isles.

Latin.—II.

[Three hours and a half.]

TACITUS, Agricola, and general questions.

1. Translate—

Illaccessita transiit sequens hiems, saluberrimis consiliis absumpta. Namque ut homines dispersi ac rudes, eoque in bella faciles, quieti et otio per voluptates assuescerent, hortari privatim, adjuvare publice, ut templa, fora, domus exstruerent, laudando promptos et castigando segnes. Ita honoris æmulatio pro necessitate erat. Jam vero principum filios liberalibus artibus erudire, et ingenia Britannorum studiis Gallorum anteferre, ut qui modo linguam Romanam abnuebant, eloquentiam concupiscerent. Inde etiam habitus nostri honor et frequens toga. Paulatimque discessum ad delenimenta vitiorum, porticus et balnea et conviviorum elegantiam. Idque apud imperitos humanitas vocabatur, cum pars servitutis esset.

2. Translate and explain the following—
- (1.) Prima castrorum rudimenta Paulino approbavit, electus quem contubernio aestimaret.
 - (2.) Sed mare pigrum et grave remigantibus perhibent ne ventis quidem proinde attolli.
 - (3.) Quodsi habitum quoque ejus posteri noscere velint decentior quam sublimior fuit.
 - (4.) Consilium id Divus Augustus vocabat, Tiberius præceptum.
3. Give the situation and the modern names of Forum Julii, Aquitania, Orcades, Mona, Intemelium, Taus, Clota, the Frisii.
4. Natus erat Agricola Idibus Juniis, excessit decimo Kalendas Septembres. Translate, explain the ellipse, and give the corresponding days in the English Calendar. Explain briefly the Roman Calendar, and give the derivation of Nonæ, Kalendæ, Idus, mensis, and annus.
5. Name any English words derived from the following:—cuneus, fuga, jugum, mos, quoties, scutum, sinus, sperare.
6. Give the meaning and explain fully the derivation and the formation of ambitiosus, antiquitus, imbecillus, peritus, remigare, securus, simulacrum, sollennis, stipendium, sublimis. Give a word similarly formed to each.
7. Translate and explain fully the construction in (1) minus triennium detentus (2) solum patiens frugum (3) procurentibus in diversa terris (4) illis bellum volentibus erat (5) admonebant excedendum potius quam pellerentur (6) Reipublicæ tempora sileri Agricola non sinebant (7) Magna coronari contemnit Olympia (8) Quo mihi fortunam, si non conceditur uti.
8. In each of the following there is a letter or more left out: demo, lumen, rursus, sodes, vincla, virûm. State what the contraction is in each case and give a word similarly formed to each.
9. How many names had every Roman gentleman? What were they severally called and what did each indicate? Distinguished men or adopted sons had sometimes another name; give instances of such.
10. How do you form in Latin—(1) From verbs, a frequentative verb, the agent, the name of the action; (2) from nouns, a diminutive, a possessive adjective, an adjective meaning 'made of'? Give an instance of each.
11. Translate—
- Tertio die egere consilii Romanus imperator; nam neque manere in jugo inopi neque regredi sine flagitio, atque etiam periculo si cedenti ex superioribus locis instaret hostis, poterat: neque aliud restabat, quam audacter commissum pertinaci audacia quæ prudens interdum in exitu est corrigere. Ventum quidem erat eo, ut si hostem similem antiquis Macedonum regibus habuisset consul, magna clades accipi potuerit. Sed, quum ad Dium per litora cum equitibus vagaretur rex, et ab duodecim millibus prope clamorem et strepitum pugnantium audiret, nec auxit copias integros fessis submittendo, neque ipse, quod plurimum intererat, certamini affuit, quum Romanus imperator, major sexaginta annis et prægravis corpore omnia militaria munera ipse impigre obiret.—LIVY.
12. Translate into Latin Prose—

It often happens under certain circumstances, that an act which we are generally accustomed to hold disgraceful, is found not to be disgraceful. For the sake of an example let something be set forth, which may extend further. What greater crime can there be than to kill not merely a man, but an intimate friend? Does he then commit a crime who kills a tyrant however intimate a friend that tyrant may be? Certainly it does not so seem to the Roman people, who of all glorious deeds thinks that the most glorious.

Greek I.

[Three hours and a half.]

XENOPHON, Anabasis, Book V. PLATO, Apology.

[In parsing a verb give tense, mood, voice, and principal parts, viz., 1st person of present active, future active, perfect active, perfect passive, and second aorist active, or if this is not used then of any aorist in use.]

N.B.—Questions 1, 2, 3, 4 must be answered satisfactorily.

1. Decline throughout αἰνιγμα, ἄκρα, ἀσφαλής, γυνή, ὅστις, πόλεις, σύ, ταχθείς.
2. Parse ἀκηκόατε, διαφθαρήσονται, δοκοῖη, ἐτέγραψε, ἐξαπατηθῆτε, ὁρῶμεν, πανσάμενος, φαίνωμαι.

3. Write down throughout the first aorist imperative passive of τύπτω, the present imperative active of δηλόω, the second aorist optative middle of δίδωμι, and the present conjunctive active of εἰμί.

4. Translate literally—

Ἄλλὰ καὶ ὑμᾶς χρὴ, ὦ ἄνδρες δικάσται, εὐελπίδας εἶναι πρὸς τὸν θάνατον, καὶ ἐν τῷ τούτῳ διανοεῖσθαι ἀληθείας, ὅτι οὐκ ἔστιν ἀνδρὶ ἀγαθῷ κακὸν οὐδὲν οὔτε ζῶντι οὔτε τελευτήσαντι, οὐδὲ ἀμελεῖται ὑπὸ θεῶν τὰ τούτου πράγματα· οὐδὲ τὰ ἐμὰ νῦν ἀπὸ τοῦ αὐτομάτου γέγονεν, ἀλλὰ μοι δῆλόν ἐστι τούτο, ὅτι ἤδη τεθνάναι καὶ ἀπηλλάχθαι πραγμάτων βέλτιον ἦν μοι. διὰ τούτο καὶ ἐμὲ οὐδαμοῦ ἀπέτρεψε τὸ σημεῖον, καὶ ἐγωγε τοῖς καταψηφισαμένοις μου καὶ τοῖς κατηγοροῖς οὐ πάνυ χαλεπαίνω.

5. What are the regular forms of comparison of adjectives in Greek? Give one example of each. Give the comparative and the superlative of ἀγαθός, ἐχθρός, μέγας, ταχύς, and explain the irregularities in them.

6. Write down throughout the perfect passive of βάπτω, δέω, κρίνω, τάσσω, φαίνω, φράζω.

7. Translate—

Καὶ τοὺς μὲν λοχαγοὺς ἔπεμπε διαβιβάζοντας τοὺς ὀπλίτας, αὐτοὺς δ' ἔμενεν ἀναχωρίσας ἅπαντας τοὺς πελταστὰς, καὶ οὐδένα εἶα ἀκροβολίζεσθαι. Ἐπεὶ δ' ἤκον οἱ ὀπλίται, ἐκέλευσε τὸν λόχον ἕκαστον ποιῆσαι τῶν λοχαγῶν, ὥς ἂν κράτιστα οἴηται ἀγωνιεῖσθαι· ἦσαν γὰρ οἱ λοχαγοὶ πλησίον ἀλλήλων, οἱ πάντα τὸν χρόνον ἀλλήλοις περὶ ἀνδραγαθίας ἀντεποιούντο. Καὶ οἱ μὲν ταῦτα ἐποίουν· ὁ δὲ τοῖς πελτασταῖς πᾶσι παρήγγειλε διηγκυλωμένους ἵεναι, ὥς, ὁπότεν σημήνη, ἀκοντίζειν, καὶ τοὺς τοξότας ἐπιβεβλησθαι ἐπὶ ταῖς νευραῖς, ὥς, ὁπότεν σημήνη, τοξεύειν δεῖσον, καὶ τοὺς γυμνήτας λίθων ἔχειν μεστὰς τὰς διφθέρας· καὶ τοὺς ἐπιτηδείους ἔπεμψε τούτων ἐπιμεληθῆναι.

Ἐπεὶ δὲ πάντα παρεσκεύαστο, καὶ οἱ λοχαγοὶ καὶ οἱ ὑπολοχαγοὶ καὶ οἱ ἀξιοῦντες ταύτων μὴ χεῖρους εἶναι πάντες παρατεταγμένοι ἦσαν, καὶ ἀλλήλους μὲν δὴ ξυνεώρων· μνηοειδὴς γὰρ διὰ τὸ χωρίον ἢ παράταξις ἦν· ἐπεὶ δ' ἐπαίανισαν, καὶ ἡ σάλπιγξ ἐφθέγγετο, ἅμα τε τῷ Ἐνναλίῳ ἠγάλαξαν καὶ θεὸν δρόμῳ οἱ ὀπλίται, καὶ τὰ βέλη ὁμοῦ ἐφέρετο, λόγχοι, τοξεύματα, σφειδόναι, πλείστοι δ' ἐκ τῶν χειρῶν λίθοι· ἦσαν δὲ οἱ καὶ πῦρ προσέφερον. Ὑπὸ δὲ τοῦ πλήθους τῶν βελῶν ἔλιπον οἱ πολέμοι τὰ τε σταυρώματα καὶ τὰς τύρσεις.

8. Translate—

Εἰ οὖν με, ὅπερ εἶπον, ἐπὶ τούτοις ἀφίοιτε, εἶποιμ' ἂν ὑμῖν, ὅτι Ἐγὼ ὑμᾶς, ὦ ἄνδρες Ἀθηναῖοι, ἀσπάζομαι μὲν καὶ φιλῶ, πείσομαι δὲ μᾶλλον τῷ θεῷ ἢ ὑμῖν, καὶ ἔωσπερ ἂν ἐμπνέω καὶ οἶός τε ὦ, οὐ μὴ παύσωμαι φιλοσοφῶν καὶ ὑμῖν παρακελευόμενός τε καὶ ἐνδεικνύμενός τε ὅτῳ ἂν αἰεὶ ἐντυγχάνω ὑμῶν, λέγων οἷάπερ εἶωθα, ὅτι, ὦ ἄριστοι ἀνδῶν, Ἀθηναῖος ὢν, πόλεως τῆς μεγίστης καὶ εὐδοκιμωτάτης εἰς σοφίαν καὶ ἰσχύν, χρημάτων μὲν οὐκ αἰσχύnei ἐπιμελούμενος, ὅπως σοι ἔσται ὥς πλείστα, καὶ δόξης καὶ τιμῆς, φρονήσεως δὲ καὶ ἀληθείας καὶ τῆς ψυχῆς, ὅπως ὥς βελτίστη ἔσται, οὐκ ἐπιμελεῖ οὐδὲ φροντίζει; καὶ ἴαν τις ὑμῶν ἀμφισβήτησιν καὶ φῇ ἐπιμελεῖσθαι, οὐκ εὐθὺς ἀφήσω αὐτὸν οὐδ' ἄπειμι, ἀλλ' ἐρήσομαι αὐτὸν καὶ ἐξετάσω καὶ ἐλέγξω, καὶ ἴαν μοι μὴ δοκῇ κεκτῆσθαι ἀρετὴν, φάναι δέ, ὄνειδιώ, ὅτι τὰ πλείστου ἄξια περὶ ἐλαχίστου ποιῆται, τὰ δὲ φανλότερα περὶ πλείονος· ταῦτα καὶ νεωτέρῳ καὶ πρεσβυτέρῳ, ὅτῳ ἂν ἐντυγχάνω, ποιήσω, καὶ ξένῳ καὶ ἀστροφῷ, μᾶλλον δὲ τοῖς ἀστοῖς, ὅσῳ μου ἐγγυτέρῳ ἐστὲ γένει· ταῦτα γὰρ κελεύει ὁ θεός, εὖ ἴστε· καὶ ἐγὼ οἶομαι οὐδὲν πῶ ὑμῖν μεῖζον ἀγαθὸν γενέσθαι ἐν τῇ πόλει ἢ τὴν ἐμὴν τῷ θεῷ ὑπηρεσίαν.

9. Translate the following, explaining fully the constructions employed in each—

(1) ὥς ἀλόντος ἂν τοῦ χωρίου· (2) οὐχ ὁμοίοις ἀνδράσι μαχοῦνται νῦν τε καὶ ὅτε τοῖς ἀτάκτοις ἐμάχοντο· (3) τούτῳ καὶ πλείστῳ σίτῳ ἐχρῶντο· (4) παῖδας ἐδείκνυσαν οὐ πολλοῦ δέοντας ἴσους τὸ μῆκος καὶ τὸ πλάτος εἶναι· (5) αὐτῶν ἐν ἐθαύμασιν τῶν πολλῶν ὦν ἐφύεσαντο· (6) ἡ ἀνθρωπίνη σοφία ὀλίγου τινὸς ἄξια ἐστὶ καὶ οὐδενός· (7) τοσοῦτον κατεφρόνησε τοῦ κινδύνου παρὰ τὸ αἰσχρὸν τι ὑπομεῖναι· (8) ἐπὶ πόσῳ ἂν τις δέξαιτ' ἂν ὑμῶν ξυγγενέσθαι Ὀμήρῳ.

10. Trace fully the derivation of the following words and in each explain the meaning of the termination appended αἰχμάλωτος, ἀκροατής, αὐτοσχεδιάζω, εὐδαιμονία, κατάστασις, παιδίον, πλεονεκτέω, σκύτινος, σχεδόν, χαλεπαίνω, χαράκωμα, χιτώνισκος.

11. From what present does each of the following come and what part of the verb is it? εἰλήφαμεν, ἐπλήγη, ἐσκέφθαι, ζῆν, ἦα, ἴστε, πεπόνθατε, τεθνάναι, χρῆν, ὠφέληκεν. Point out and explain any irregularity apparent or real.

Greek II.

[Three hours and a half.]

HOMER, Iliad, Book III., and general questions.

1. Translate—

Τὴν δ' αὖτ' Ἀντήνωρ πεπνυμένος ἀντίον ἦν δα
 “ὦ γύναι, ἦ μάλα τοῦτο ἔπος νημερτὲς ἔειπες·
 “Ἦδη γὰρ καὶ δεῦρό ποτ' ἤλυθε δῖος Ὀδυσσεύς,
 Σέῃ ἔνεκ' ἀγγελίης, σὺν ἀρηϊφίλῳ Μενελάῳ.
 Τοὺς δ' ἐγὼ ἐξείνισσα καὶ ἐν μεγάροισι φίλησα,
 Ἀμφοτέρων δὲ φυὴν ἐδάην καὶ μήδεα πυκνά.
 Ἀλλ' ὅτε δὴ Τρώεσσιν ἐν ἀγρομένοισιν ἔμιχθεν,
 Στάντων μὲν Μενέλαος ὑπείρεχεν εὐρέας ὦμους,
 Ἀμφω δ' ἐζομένω, γεραώτερος ἦεν Ὀδυσσεύς
 Ἀλλ' ὅτε δὴ μύθους καὶ μήδεα πᾶσιν ὕφαινον,
 “Ἦτοι μὲν Μενέλαος ἐπιτροχάδην ἀγόρευεν,
 Παῦρα μὲν, ἀλλὰ μάλα λιγέως, ἐπεὶ οὐ πολὺ μνῆσθαι
 Οὐδ' ἀφαιμαρτοεπής, ἦ καὶ γένει ὕστερος ἦεν.
 Ἀλλ' ὅτε δὴ πολὺμητις ἀναΐξειεν Ὀδυσσεύς,
 Στάσκειν, ὑπαὶ δὲ ἴδεσκε κατὰ χθονὸς ὄμματα πήξας,
 Σκῆπτρον δ' οὐτ' ὀπίσω οὔτε προπρηνὲς ἐνώμα,
 Ἀλλ' ἀστεμφὲς ἔχεσκειν, αἰδρεῖ φωτὶ ἐοικώς·
 Φαίης κε ζάκοτόν τέ τιν' ἔμμεναι ἄφρονά τ' αὐτῶς.
 Ἀλλ' ὅτε δὴ ῥ' ὅπα τε μεγάλην ἐκ στήθεος ἔει
 Καὶ ἔπεα νιφάδεσσιν ἐοικότα χειμερίησιν,
 Οὐκ ἂν ἔπειτ' Ὀδυσῆϊ γ' ἐρίσσειε βροτὸς ἄλλος.”

2. In the foregoing explain the construction of ἀμφω ἐζομένω, and the scansion of the line beginning παῦρα μὲν. Also point out any words to which the Digamma must for the sake of the metre be prefixed; state what this letter was, and how it is represented in Latin and English, quoting to illustrate your answer any other digammated words you may know together with their cognate forms.
3. Give fully the meaning and the derivation, and point out any peculiarity in the form, or ἀγέρωχος ἀργυρόηλος ἐρίηρος εὐώδης ἥριος λειριδίεις ὀπλότερος τηλύγετος χαλκήρης χαμάδις.
4. Quote any forms you may remember to prove that forms of inflection both of verbs and of nouns are less contracted in the Greek of Homer than in the Attic of Plato.
5. Shew how in the various uses of the oblique cases in Greek an original *local* meaning may be traced. Illustrate this specially in the use of the prepositions παρά and ἐπί.
6. What are the principal ways in which the meaning of the Active Voice is modified in the Middle Voice? Compare the meanings of αἰρεῖν, διδάσκειν, μισθοῦν, παύειν, τύπτειν, ψηφίζειν, in the two voices.
7. Explain with instances the meaning of the Grammatical Terms Elision, Crasis, Synæresis (or Contraction), Assimilation, Attraction, Hendiadys.
8. Distinguish the meanings of ἄλλα ἀλλά· ἦν ἦν· ἐν ἐν· ἐξ ἐξ· ταῦτα ταῦτα· ὥχρος ὥχρος.
9. Translate and explain the allusions in the following—
 - (1.) Δάηρ αὖτ' ἐμὸς ἔσκε κυνώπιος, εἰ ποτ' ἔην γε.
 - (2.) Πλεῖν ἐκταθεὶς καθεύδων ὥσπερ Ὀδυσσεύς.
 - (3.) Σωκράτης τις τὸν ἥττω λόγον κρείττω ποιῶν.
 - (4.) Ἀναξαγόρου οἶει κατηγορεῖν.
 - (5.) Ἐτυχεν ἡμῶν ἡ φυλὴ Ἀντιοχὶς πρυτανεύουσα.
10. Put into Attic Greek—
 - (1.) Well: I-must-make-a-defence then, men of Athens.
 - (2.) This man has-paid (τελέω) more money to teachers (σοφιστής) than the rest all-put-together.
 - (3.) They went away as quickly as possible, some by land, and some by sea.
 - (4.) And they, marching along the road, arrived on-the-third-day at Cerasus a city on the sea.

(5.) There are both vallies (ἄλσος) and mountains full of trees, sufficient to rear both pigs and goats and oxen and horses.

(6.) These same things I would gladly shew you if you were willing to send-with me some one of your selves.

11. Translate—

Παρμενίων δὲ προσελθὼν, λέγει Ἀλεξάνδρῳ τάδε. Ἐμοὶ δοκεῖ, βασιλεῦ, ἀγαθὸν εἶναι ἐν τῷ παρόντι καταστρατοπεδεῦσαι ἐπὶ τῇ τοῦ ποταμοῦ ὄχθῃ, ὥς ἔχομεν. Τοὺς γὰρ πολεμίους οὐ δοκῶ τολμήσειν, πολλὸν τῶν πεζῶν λειπομένους, πλησίον ἡμῶν αὐλισθῆναι, καὶ ταύτην παρέξειν ἔωθεν εὐπετῶς τῷ στρατῷ διαβαλεῖν τὸν πόρον. Ὑποφθάσομεν γὰρ αὐτοὶ περάσαντες, πρὶν ἐκείνους ἐς τάξιν καθίστασθαι. Νῦν δὲ οὐκ ἀκινδύνως μοι δοκοῦμεν ἐπιχειρήσειν τῷ ἔργῳ, ὅτι οὐχ' οἶόν τε ἐν μετώπῳ διὰ τοῦ ποταμοῦ ἄγειν τὸν στρατόν. Πολλὰ μὲν γὰρ αὐτοῦ δρᾶται βαθέα· αἱ δὲ ὄχθαι αὐται, ὅρᾳς ὅτι ὑπερύψηλοι καὶ κρημνώδεις εἰσὶν αἱ αὐτῶν· ἀτάκτως τε οὖν καὶ κατὰ κέρας, ἥπερ ἀσθενέστατον, ἐκβαίνουσιν ἐπικείμενοι, ἐς φάλαγγα συντεταγμένοι, τῶν πολεμίων οἱ ἱππεῖς· καὶ τὸ πρῶτον σφάλμα, ἔς τε τὰ παρόντα χαλεπὸν, καὶ ἐς τὴν ὑπὲρ παντὸς τοῦ πολέμου κρίσιν σφαλερόν.—ARRIAN.

French.

[Three hours.]

VOLTAIRE, Charles XII., I. II. MOLIERE, Le Bourgeois Gentilhomme.

[To pass in French the first four questions must be answered to the satisfaction of the Examiner.]

1. Write down the feminine and the meaning of bon, époux, gras, malin, pêcheur, sec : and the plural and the meaning of bijou, cheval, régat, travail, trou, voix.
2. Write down throughout the present subjunctive of aimer, the conditional of être, the imperfect of faire, the present indicative of venir, the future of vouloir.
3. Write down the first person of the present and of the imperfect indicative and of the present and of the past subjunctive of agir, boire, cueillir, fuir, mouvoir, plaire, prendre, resoudre, suivre, tenir.
4. Translate literally (a) A peine le czar eut-il établi les imprimeries qu'ils s'en servirent pour le décrier (b) Sparre le crut, se chargea de tout, et ne travailla que pour Piper (c) Il n'y a pas plus de neuf millions de nos livres en argent monnayé dans tout le pays (d) Est-ce que vous avez envie de tuer quelqu'un (e) Un tel a fait un mauvais pas dans telle affaire.

5. Translate—

Dès que le canon des Suédois eut fait brèche aux retranchements, ils s'avancèrent la baïonnette au bout de fusil, ayant au dos une neige furieuse qui donnait au visage des ennemis. Les Russes se firent tuer pendant une demi-heure sans quitter le revers des fossés. Le roi attaquait à la droite du camp, où était le quartier du czar; il espérait le rencontrer, ne sachant pas que l'empereur lui-même avait été chercher ces quarante mille hommes, qui devaient arriver dans peu. Aux premières décharges de la mousqueterie ennemie, le roi reçut une balle à la gorge; mais c'était une balle morte qui s'arrêta dans les plis de sa cravate noire, et qui ne lui fit aucun mal. Son cheval fut tué sous lui. M. de Spaar m'a dit que le roi *sauta* légèrement sur un autre *cheval*, en disant: "Ces gens-ci me font faire mes exercices;" et continua de combattre et de donner les ordres avec la même présence d'esprit. Après trois heures de combat, les retranchements furent forcés de tous côtés. Le roi poursuivit la droite jusqu'à la rivière de Narva avec son aile gauche, si l'on peut appeler de ce nom environ quatre mille hommes qui en poursuivaient près de quarante mille. Le pont rompit sous les fuyards: la rivière fut en un moment couvert de morts; les autres, désespérés, retournèrent à leur camp sans savoir où ils allaient.

6. From what Latin words are the four words in italics derived? Explain and if you can illustrate the formation of each.

7. Translate—

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.

Monsieur 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, j'ai les sentiments, sur cette matière, un peu plus délicats. 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, à se parer aux yeux du monde d'un titre dérobé, à se vouloir donner pour ce qu'on n'est pas. Je suis né de parents, sans doute, qui ont tenu des charges honorables; je me suis acquis, dans les armes, l'honneur de six ans de services, et je me trouve assez de bien pour tenir dans le monde un rang assez passable; mais, avec tout cela, je ne veux point me donner un nom où d'autres en ma place croiroient pouvoir prétendre, et je vous dirai franchement que je ne suis point gentilhomme.

Monsieur Jourdain. Touchez là, monsieur; ma fille n'est pas pour vous.

8. Give the French for (a) Both are hungry (b) There are some good people who want money (c) You or your brother must go away (d) He wishes to know whom we ought to send (e) At last we have arrived at the last day of the Examination (f) You will find enough information at the ninety-fourth page of the thirteenth volume (g) The street is a mile and a half long, and seventy-two feet wide.
9. Give the meaning and if you can the derivation also of these words—attendre, carême-prenant, compte, côté, écrire, facheux, jeudi, liaison, malavisé, témoignage.
10. How would you translate the principal verb and the preposition *to* in each of the following? He wishes to die. He permits you to speak. I came to see you. He fears to have offended you. I liked to do it. Try to do it. He knows how to do it. Learn to do it.
11. Translate into English—

Quand l'histoire serait inutile aux autres hommes, il faudrait la faire lire aux princes. Il n'y a pas de meilleur moyen de leur découvrir ce que peuvent les passions et les intérêts, les temps et les conjonctures, les bons et les mauvais conseils. Les histoires ne sont composées que des actions qui les occupent, et tout semble y être fait pour leur usage. Si l'expérience leur est nécessaire pour acquérir cette prudence qui fait bien régner, il n'est rien de plus utile à leur instruction que de joindre aux exemples des siècles passés les expériences qu'ils font tous les jours. Au lieu qu'ordinairement ils n'apprennent qu'aux dépens de leurs sujets et de leur propre gloire à juger des affaires dangereuses qui leur arrivent; par le secours de l'histoire, ils forment leur jugement, sans rien hasarder, sur les événements passés. Lorsqu'ils voient jusqu'aux vices les plus cachés des princes, malgré les fausses louanges qu'on leur donne pendant leur vie, exposés aux yeux de tous les hommes, ils ont honte de la vaine joie que leur cause la flatterie, et ils connaissent que la vraie gloire ne peut s'accorder qu'avec le mérite.—BOSSUET.

12. Translate into French—

History sets before herself to instruct new generations by the experience of those that have preceded them, by setting before their eyes the faithful picture of great and important events, with their causes and their consequences; with the general purposes and individual passions; with the faults, the virtues, and the crimes which are found mingled together in human things. She teaches the excellence of prudence, of courage, of great ideas deeply studied, resolutely followed, carried out with moderation and with strength. She makes appear the vanity of boundless pretention, the power of wisdom and virtue, the powerlessness of folly and of crime.

Mathematics I.

[Four hours.]

1. What according to Euclid's definition is the difference between a plane angle and a plane rectilineal angle? Write down Euclid's three postulates.
2. Define a Rhombus. Prove that every Rhombus is a parallelogram. Define straight lines equally distant from the centre of a circle: a straight line placed in a circle. Prove that the diameter is the longest straight line that can be placed in a circle.
3. Prove that two straight lines are parallel, if another straight line falling on them makes the alternate angles equal.

4. Prove that if any side of a triangle be produced, the exterior angle is equal to the two interior and opposite angles: and that the three interior angles of every triangle are equal to two right angles.
 5. State and prove the two corollaries to the foregoing proposition.
By means of it trisect a right angle.
 6. Prove that if a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.
State the corollary to this proposition.
 7. Prove that in every triangle the square of the side subtending either of the acute angles is less than the squares of the sides containing that angle, by twice the rectangle contained by either of these sides and the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.
 8. Hence prove that the sum of the squares on the diagonals of a parallelogram is equal to the sum of the squares of the four sides.
 9. Prove that if two lines cut one another within a circle, the rectangle contained by the segments of one is equal to the rectangle contained by the segments of the other.
 10. Describe a circle about a given triangle.
State the corollary to the foregoing.
 11. Sir John Herschel has proposed to lengthen the inch one thousandth part, so that 1000 new inches would be equal to 1001 of the present. What would under this arrangement be the nominal length of a voyage which now measures 12465 miles?
 12. Find the amount of interest due at $7\frac{1}{2}$ per cent. yearly on a sum of £578 3s. 9d. lent for 108 days.
 13. Reduce 14s. 9½d. to the decimal of a pound: and 16 hours 54' 33" to the decimal of a day.
 14. State the rule for division of decimals. Divide 2.25 by .075; and prove your answer by reducing both to vulgar fractions, and then performing the division.
 15. It is said that an acre of land in St. Paul's Churchyard is worth a million sterling: find the value of a square foot.
 16. State the rule for extracting square root. Shew on what algebraical expression it depends and extract to three places of decimals the square root of 347.5.
 17. Simplify $\frac{1}{(a-b)(a-c)(x-a)} + \frac{1}{(b-a)(b-c)(x-b)} + \frac{1}{(c-a)(c-b)(x-c)}$
and $\left(\frac{1}{1+x} + \frac{x}{1-x}\right) \div \left(\frac{1}{1-x} - \frac{x}{1+x}\right)$
 18. Resolve into elementary factors $x^2 + 6x + 5$, and $6a^4x^2 + a^3x - a^2$. Prove your answer in each case by actual multiplication.
 19. Solve these equations—

$$(1) \frac{x}{12} + \frac{x}{14} + \frac{x}{3} + \frac{3x}{4} = x + 20, \quad (3) \begin{matrix} a = x + y \\ b = y + z \\ c = z + x \end{matrix}$$

$$(2) \begin{cases} x^2 - y^{\frac{2}{3}} = 16a^2 \\ x + y^{\frac{1}{3}} = 8a \end{cases}$$
 20. Find the greatest common measure of $x^3 - 19x + 30$ and $x^3 - 2x^2 - 7x + 14$. Explain the principle of your work.
-

Mathematics II.

[Four hours.]

1. Divide a given circle into three equal sectors.
2. Prove that a straight line drawn parallel to any side of a triangle cuts the other sides (or these produced) proportionally.
3. What is a mean proportional? Find a mean proportional between two given straight lines.
4. Prove that similar triangles are in the duplicate ratio of their homologous sides. State the corollary.
5. Prove that three straight lines which meet in a point are all in the same plane, if a line meeting them at that point is perpendicular to each.
6. Prove that if two parallel planes be cut by another plane, their common sections with it are parallel.
7. State and prove the formula for reducing any number of English minutes to the corresponding number of French minutes.
8. Determine all the Trigonometrical ratios for an angle of 60° , and one of 30° .
9. Prove the following formulæ—

$$\sec 2A = \frac{\cot A + \tan A}{\cot A - \tan A}, \quad \sin 2A = \frac{2 \tan A}{1 + \tan^2 A}$$

$$\sin^2 A - \sin^2 B = \sin(A+B) \sin(A-B).$$
10. A, B & C being the three angles of a triangle prove that

$$\sin A - \sin B + \sin C = 4 \sin \frac{A}{2} \cdot \cos \frac{B}{2} \cdot \sin \frac{C}{2},$$
 and

$$\frac{\sin A + \sin B - \sin C}{\sin A + \sin B + \sin C} = \tan \frac{A}{2} \cdot \tan \frac{B}{2}.$$
11. Trace the values of the sine and the cotangent through the four quadrants.
12. Inscribe in a given right-angled isosceles triangle an equilateral triangle having one side parallel to the hypotenuse, and terminated by the sides of the triangle and its other angular point in the hypotenuse. Find the area of the triangle in feet a side of the original triangle being 50 feet.
13. In a public reserve is granted a cricket ground of an octagonal shape circumscribed round a circle of 5 chains radius. Find its area in acres roods and perches, and find how much would be added to its extent if permission were given to extend the fence along the circumscribing circle.
14. Calculate a formula for half any angle of a triangle in terms of the sides; and apply it to find the angle A , having given $a = 147$, $b = 74.50$, $c = 108.40$.
15. Explain what a Logarithm is. Shew how calculations are shortened by the use of Logarithms. Use the Tables to find the following—

$$(15678)^{\frac{2}{3}}, \quad 187693 \div 24789, \quad \text{and the ninth root of } 9; \text{ each to four places of decimals.}$$
16. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$ shew that $\frac{a+c+e}{b+d+f} = \frac{ma+nc+pe}{mb+nd+pf}$.
17. Sum these series—

$$1 + 3\frac{1}{2} + 5\frac{3}{4} + 8 + \&c. \text{ to } 12 \text{ terms.}$$

$$1 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \&c. \text{ to infinity.}$$
18. The sum of the two digits of a number is three times their difference and the number itself is seven times their sum. Find the number.
19. What is the difference between Variations, Permutations and Combinations? If there are 5 white 6 red and 7 black balls, how many different sets can be drawn (a) three of each (b) one white, two red, and three black?

20. Solve these equations—

$$(1) \begin{cases} x + y + x^2 + y^2 = 18 \\ xy = 6 \end{cases}$$

$$(3) 9x - 5x^2 = \frac{9}{4}$$

$$(2) \begin{cases} x^3 - y^3 = 56 \\ x - y = 2 \end{cases}$$

$$(4) \begin{cases} 2x + 5y - 3z = 4 \\ 10y - 3x - z = 7 \\ x + z - y = 5 \end{cases}$$

Natural Philosophy.

[Three hours and a half.]

1. Define a Force. When are forces in equilibrio? What are Concurrent Forces? How can this definition include Parallel Forces?
2. State the Parallelogram of Forces. Find the angle at which two equal forces must be inclined in order that their resultant may be equal to either of them.
3. Define the moment of any force about any point. Prove that, if the moments of any two concurrent forces about any point in their plane be equal, this point lies in the direction of their resultant.
4. Find the centre of gravity of a triangle. Prove that if a weight placed on a triangular table exerts an equal pressure on each of the three legs it must be placed at the centre of gravity of the triangle.
5. Out of a square $ABCD$, whose diagonals intersect in E , the triangle AEB is cut. Find the centre of gravity of the remaining figure.
6. Name and explain the Six Mechanical powers. Shew that the principles of their operation may be reduced to two.
7. What is 'Mechanical Advantage'? What is the mechanical advantage of the wheel and axle? Wherein consists the practical difficulty of increasing this? Explain clearly the contrivance by which this difficulty is met.
8. In the Third System of pulleys if there be 5 heavy pulleys of equal weight, and a weight of 501 pounds is supported by a power of 10 pounds, find the weight of each pulley.
9. What force acting parallel to the horizon will keep at rest a body weighing 60 pounds on a plane inclined at an angle of 45° to the horizon?
10. Prove and explain the meaning of the equations—

$$v = ft \quad , \quad s = \frac{1}{2}ft^2 \quad ; \quad v^2 = 2fs.$$
11. At the same instant a stone is started vertically downwards from a balloon at an altitude of 2000 feet, and another vertically upwards towards the balloon. The initial velocity of each is that which would have been attained in falling to the ground from the balloon. At what height above the ground will the two stones meet, and in what time?
12. Explain the construction of the safety valve and the principle of its action.
13. A cylinder 10 inches high is just immersed vertically in a fluid. Find the radius of the base, if the pressure on the base and that on the whole curved surface be exactly equal; taking $\pi = \frac{22}{7}$.
14. How many pounds of cork must be attached to a man who weighs 12 stone in order that he may just float: if his specific gravity be 1.12, and that of cork .24?
15. Describe the mode of operation of the double-barrel air pump.
16. Why does the mercury in a barometer rise with an increase of atmospheric pressure? What will be the atmospheric pressure if the barometer stands at 30.5; and what would be the reading at the same pressure of a barometer constructed of a fluid whose specific gravity is 8.56?

Geology.

1. Explain the economic advantages of the study of Geology.
2. Enumerate the various agencies which are constantly affecting the configuration of the surface of the earth.
3. Explain the terms anticlinal, pisolite, placoid, muschelkalk, gault, marl, fauna, infusoria, miocene.
4. Place the following organic remains—euomphalus, graptolite, inoceramus, belemnite, trilobite, spatangus, spirifer, echinus, and lepidodrendon.
5. Enumerate the great Geologic divisions and say to which you would refer the age of fishes, reptiles, birds, and beasts respectively.
6. Draw a table explanatory of the analysis of Granite.
7. Subdivide the cretaceous system, and specify its characteristic organic remains.
8. Account for the formation of coal. In what Geologic ages is the coal of Great Britain and that of Australia found? Distinguish the ferns of this period? What is the chemical composition of coal?
9. What fossils characterise the Silurian era, and what palæontological features distinguish them from those of the succeeding era?
10. Explain the peculiar adaptation to the conditions of their outer life in the plesiosaurus, the ammonite, and any other inhabitant of the ancient world. With which Geologic age do the modern fauna of Australia connect themselves?
11. Enumerate the various subdivisions of the tertiary beds, and explain upon what principle they have been made.
12. In what localities of Tasmania are its most valuable minerals found? What Geologic periods are unrepresented, and what of interest to the student does the immediate neighbourhood of Hobart Town afford?

Drawing.**No. 1.—FROM THE MODEL.**

[Two hours.]

Copy the figure as placed before you.

No. 2.—PERSPECTIVE.

[One hour and a half.]

The Problems are to be drawn to a scale of half an inch to one foot, leaving all lines showing the method of delineation.

1. Put into perspective a circle 4 feet diameter, placed horizontally, 5 feet below the eye, its centre 3 feet to the left of the spectator, and its circumference touching the transparent plane. Length of axis of vision 9 feet.
2. A square of 3 feet sides, lying on the ground plane, one side parallel to the picture plane, the nearest angle 1 foot within the picture, and 2 feet to the right of the spectator; height of the eye 4 feet, distance 8 feet.
3. From a point 5 feet above the centre of the square draw lines to its angles to form a pyramid.

4. Two cubes, one of 4 feet and one of two feet, each having its surface parallel to the transparent plane, the large cube to be exactly in front of the spectator, 2 feet within the picture, the smaller one to be 18 inches to the left of the centre, and touching the picture plane; height of the eye above bases of cubes 5 feet, distance 8 feet.

Erect on the smaller cube, taking the upper surface as its base, a pyramid having a height of 6 feet.

Put dotted lines to show the sides which would be hidden from sight.

5. Give definition of the following terms :—Picture Plane, Vanishing Line, Vanishing Point, Perspective Centre, Station Point, Point of Distance.

No. 3.—FROM MODEL.

[One hour and a half.]

Sketch very carefully the Easel and Black Board as arranged before you. The drawing to be at least 8 inches long.

No. 4.—FROM THE FLAT.

[Three hours.]

Sketch, in outline only, the wood-cut given of a carved panel, to be enlarged so as to fill the spaces marked. No means of measurement will be permitted.

10th September, 1867.

SIR,

I HAVE the honour to report that I have examined the three translations of the "Reaper and the Flowers" handed to me by your Secretary.

The Translation bearing the motto "Spes," and commencing "Est messor quidam," is unquestionably the best of the three, and possesses in my judgment sufficient intrinsic merit to justify the Council of Education in awarding the prize to its author.

The Translation bearing the motto "Nemo" is by no means without good points, but is so marred by faults of carelessness which could easily have been guarded against, that I could not have recommended it, had there been no translation superior to it in merit.

I am, Sir,

Yours very faithfully,

M. H. IRVING.

The President Tasmanian Council of Education.

BOOKS TO THE VALUE OF £5 AWARDED TO GEORGE FREDERICK ARCHER
FOR BEST TRANSLATION INTO LATIN ELEGIACS OF LONGFELLOW'S POEM,
THE REAPER AND THE FLOWERS.

There is a Reaper, whose name is Death,
And, with his sickle keen,
He reaps the bearded grain at a breath,
And the flowers that grow between.

"Shall I have nought that is fair?" saith he;
"Have nought but the bearded grain?
Though the breath of these flowers is sweet to me,
I will give them all back again."

He gazed at the flowers with tearful eyes,
He kissed their drooping leaves;
It was for the Lord of Paradise
He bound them in his sheaves.

"My Lord has need of these flowerets gay,"
The Reaper said, and smiled;
"Dear tokens of the earth are they,
Where he was once a child."

"They shall all bloom in fields of light,
Transplanted by my care;
And saints, upon their garments white,
These sacred blossoms wear."

And the mother gave, in tears and pain,
The flowers she most did love;
She knew she should find them all again
In the fields of light above.

Oh, not in cruelty, not in wrath,
The Reaper came that day;
'Twas an angel visited the green earth,
And took the flowers away.

Assiduus versatur agris, Mors nomine, Messor,
Cui falx in validâ fulget acuta manu,
Quâ succisa simul procumbit spicea messis,
Et medios flores una ruina ferit.

"Scilicet e pratis nullum decus," inquit, "habebo?
Nil nisi maturum corripuisse licet?
Suavecolente licet delecter captus odore,
Omnes mox reddam, non retinente manu."

Non siccis varios flores meditatus ocellis,
Oscula demissis frondibus ore dedit;
Elysii Domino flores tum nuntius ales,
Strinxerat in fasces, dona adamata, suos.

"Hos Dominus flores dudum meus optat amœnos,"
Subridens Messor leniter, ore refert;
"Dulcia non unquam oblitz sunt pignora terræ,
Quâ quondam vixit parvulus Ipse puer."

Lucida mox omnes perfundent prata colore,
Hos servabit amor nostraque cura feret.
Hos quoque coelicolæ, fulgentes vestibis albis,
Ex humeris flores, pendula sarta, gerent."

Nempe dedit mater lacrymans et tacta dolore,
Quos habuit flores gaudia summa sibi;
Rursus enim visuram omnes sub lumine claro.
Noverat, ornantes lucida prata poli.

Non animo sævo, non irâ agitatus acerbâ,
Cœlitus huc Messor flebile fecit iter;
Lustravit terræ viridantia prata benignus,
Et retulit flores præmia digna polo.

TASMANIAN COUNCIL OF EDUCATION.

Hobart Town, 3rd May, 1866.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1867.

THE Council of Education have directed the publication of the following Scheme of Examination for the Degree of Associate of Arts for the year 1867.

The Conditions upon which the Degree is granted, and Honours and Prizes are awarded, are also published for general information.

By Order of the Council,

MURRAY BURGESS, *Secretary to the Council.*

SKETCH of the Examination for the Degree of ASSOCIATE OF ARTS for the Year 1867.

ENGLISH.—The Candidate will be examined in *Shakspeare, Merchant of Venice, Acts I. to IV., inclusive*, with Questions on the Etymology and Grammatical construction of the Language; in History of England *from the Accession of William and Mary to close of Reign of George II.*; and will be required to write a short original Composition, or a Report founded upon some abstract of facts furnished to him. He will also be examined in Physical, Commercial, and Political Geography. Books recommended: Poetical Reading Book with Aids for Grammatical Analysis, &c., by Morell and Ihne, (2s. 6d., Gordon); Morell's Grammar and Analysis with the Exercises, (3s. 6d., Constable); Smith's Student's Hume, (7s. 6d., Murray); Cornwell's School Geography, (3s. 6d., Simpkin & Co.)

LATIN.—Virgil, *Æneid, Book IV.*, Horace, *Epistles, Book I.*; and Tacitus, *Agricola*. Questions will also be given on the Language, and the historical and geographical allusions. A passage for translation from some other Latin author; and passages of English for translation into Latin Prose and Verse.

GREEK.—Xenophon, *Anabasis, Book V.*; Homer, *Iliad, Book III.*; Plato, *Apologia*. Questions on the Language, and the historical and geographical allusions. A passage for translation from some other Greek author.

FRENCH.—Voltaire, *Charles XII., Books I. and II.*; Molière, *Bourgeois Gentilhomme*; Questions on the Language, and the historical and geographical allusions; a passage from some other French author for translation into English, and from some English author into French.

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

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

PURE MATHEMATICS.—Euclid, *Books I. II. III. IV.*, Arithmetic, and Algebra. Candidates for Honours will be required to satisfy the Examiners in Euclid, *Book VI. and Book XI. to the 21st proposition inclusive*, Plane Trigonometry, and the use of Logarithms.

NATURAL PHILOSOPHY.—Newth's First Book of Natural Philosophy.

CHEMISTRY.—Inorganic Chemistry. Wilson's Chemistry, (3s., Chambers' Educational Course.)

ZOOLOGY AND BOTANY.—Elementary questions will be set on the description and classification of animals, their habits and geographical distribution; and on the mercantile and industrial uses of animal products. Also, the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description. Text Books: Milne Edwards's Zoology, 7s. 6d., (Renshaw) and Lindley's Elements of Botany, 12s., (Bradbury).

GEOLOGY.—Page's Advanced Text Book of Geology, 5s., (Blackwood).

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

SCALE OF MARKS.

	<i>Full Marks obtainable.</i>
English	1000
Latin	800
Greek	800
French, German, or Italian	600
Pure Mathematics	800
Elementary Principles of Hydrostatics and Mechanics	300
Chemistry	300
Zoology and Botany	300
Geology	300
Drawing	300
	<i>Marks.</i>
Standard for First Class	2150
Standard for Second Class	1750
Standard for Third Class	1350

PRELIMINARY EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.

Previously to the Examination for the Degree of Associate of Arts, every Candidate will be required to satisfy the Examiners in—

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

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.

The examination for those Students who have satisfactorily passed the preliminary examination will comprise the subjects mentioned in the following ten sections, in four of which at least, Latin or Pure Mathematics being one, the Candidate must satisfy the Examiners:—

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

PRIZES.

1. The Council's Gold Medal, of the value of Ten Pounds, will be awarded to the Senior Associate, provided he be placed by the Examiners in the First Class of Associate of Arts.
2. Books to the value of Ten Pounds will be awarded as the First Prize in Sections 1, 2, 3, 4, and 5, to the Candidate who most distinguishes himself in each of those subjects, provided he be placed by the Examiners in the First Class of the Associates of Arts.
3. Books to the value of Five Pounds will be awarded as the Second Prize for each of the above-named Subjects, at the discretion of the Examiners.
4. Prizes of the value of Five Pounds each will, at the discretion of the Examiners, be awarded to the Candidates who most distinguish themselves in Sections 6, 7, 8, 9, and 10, provided their names appear in the Class List of those recommended for the Degree.