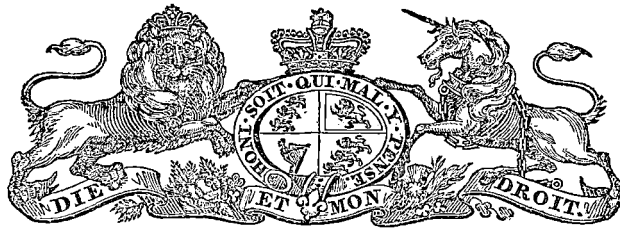


(No. 11.)



1864.

T A S M A N I A.

COUNCIL OF EDUCATION.

EXHIBITIONS TO SUPERIOR SCHOOLS, 1864.

Laid upon the Table by Mr. Colonial Treasurer, and ordered by the House to be printed, 29 June, 1864.



*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 versa*,—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

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 consciscant : 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, numien ; 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 εἶμι, the tense ἐπεμψα, and the participle κληθείς.

3. Translate into English—

- (1.) Σόλων ἀποβαλὼν νίδν ἐκλαυσειν. Εἰπόντος δέ τινος πρὸς αὐτὸν, ὡς οὐδὲν προὔργου ποιεῖ κλαίων, δι' αὐτὸ γάρ τοι τοῦτο, ἔφη, κλαίω.
- (2.) Ἐρωτηθεὶς, πῶς ἂν προκόπτοιεν οἱ μαθηταὶ, 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 τιμωρήσῃται, ὅπως αὐτὸς βούληται, τοῦτον μὲν ἀπέσχετο, παιδεύσας δὲ αὐτὸν, καὶ ἀπόφηνας ἄνδρα ἀγαθὸν, παρήγαγεν εἰς τὸ θέατρον. Θαυμαζόντων δὲ τῶν Λακεδαιμονίων, τοῦτον μέντοι λαβὼν, ἔφη, παρ' ὑμῶν ὑβριστὴν καὶ βίαιον, ἀποδίδωμι ὑμῖν ἐπιεικῆ 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 Λακεδαιμίων ἔχει κείνου κρείττονας.

In (1), what is the force of γάρ? In (2), explain the meaning of προκόπτω. In (3), parse τιμωρήσῃται. 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 *Employ*, of Messers. *C.D.* for a limitted period and in wich his *Servises*, where performed entirley too our *sattisfaction* and can reccomend him, to Any one that might require 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.
-

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 $\frac{3}{5}$ 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 , $\frac{a-b}{c}$, $b^2 - a^2$, $(a+b)(b+c)$, $b+c-(2b-3a)$.
10. Find the square of $a^{\frac{2}{3}} - a^{\frac{1}{3}}$.
11. Divide $a^2 - 81$ 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 infin.

* 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.