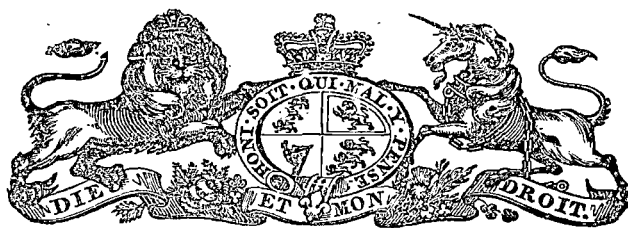


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1882.

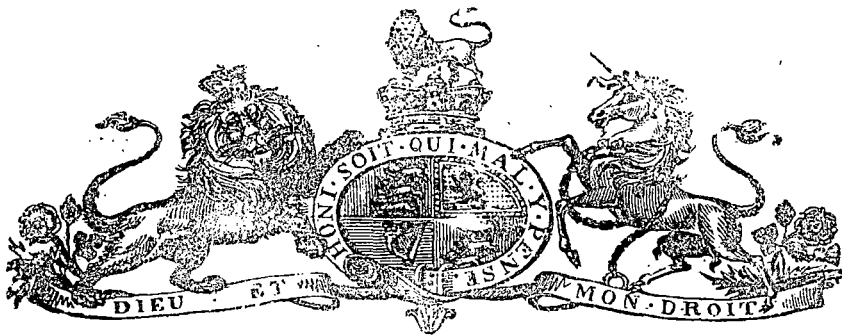
T A S M A N I A.

H O U S E O F A S S E M B L Y.

D E G R E E O F A S S O C I A T E O F A R T S :

R E P O R T F O R 1881.

Laid upon the Table by the Attorney-General, and ordered by the House to be printed, July 12, 1882.



TASMANIAN COUNCIL OF EDUCATION.

DEGREE OF ASSOCIATE OF ARTS, DECEMBER, 1881.

IN conformity with the Rules and Regulations of the Tasmanian Council of Education, the Council has 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 the Degree has been conferred accordingly :—

FIRST CLASS.

JAMES HARCOURT SMITH, Church Grammar School, Launceston. Awarded the Council's Gold Medal as Senior Associate of the Year, First Prize for Mathematics, Second Prize for French, and a Prize for Natural Philosophy.

ROLAND JAMES POPE, Hutchins School, Hobart. Awarded First Prize for Greek.

JOHN JOSEPH MACNAMARA, High School, Hobart. Awarded Second Prize for Greek.

JAMES SAUNDERS, Horton College, Ross.

WALTER HENRY REED, Horton College, Ross. Awarded Second Prizes for English and Mathematics, and Prizes for Chemistry and Geology.

FREDERICK CHARLES HALES, Church Grammar School, Launceston.

EDWIN HERBERT WEBSTER, Hutchins School, Hobart.

ERNEST ASTON MORRISS, Hutchins School, Hobart.

WILLIAM HENRY SAVIGNY, Church Grammar School, Launceston.

SECOND CLASS.

EMILY JANE WHITE, Miss Garrett's Ladies' School, Hobart. Awarded Silver Medal as Senior Female Associate of the Year; also a Special Prize for English, for French, and for Italian.

LETITIA MARY ROPER, Mrs. Reynolds' Ladies' School, Hobart.

ERNEST CHARLES FINCHAM, High School, Hobart.

FRANK ALEXANDER GORRINGE, Horton College, Ross.

THIRD CLASS.

MABEL HARRIS, Ladies' College, Hobart.

SARAH JANE IVEY, Mrs. Reynolds' Ladies' School, Hobart. Awarded a Prize for Drawing.

By Order of the Council,

GEO. RICHARDSON, *Secretary.*

Hobart, 12th December, 1881.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1881.

EXAMINERS' REPORT.

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

WE have the honor to present our Report of the Examination of Candidates for the A.A. Degree.

Seventeen Candidates presented themselves at the Preliminary Examination, and of these 5 were females. The Preliminary Examination occupied one whole day, namely, Friday, 25th November, and after a careful scrutiny of the papers we were able to announce on the following day that all save one had answered the questions with sufficient accuracy to entitle them to go forward with the remainder of the Examination.

PRELIMINARY EXAMINATION.

The Examination began, as usual, with Reading and Arithmetic, and also as usual the palm in the former was borne off by the female candidates, one obtaining full marks, another only one mark short. In the Arithmetic 5 Candidates obtained virtually full marks; in History the average was very good; in Geography only moderate.

ORDINARY EXAMINATION.

I. ENGLISH SUBJECTS.—Presented by all the Candidates. Failed none. Passed, 16; with credit, 4. Full marks, 1100. Highest obtained, 888. Average, 693. Great difficulty is experienced by the Examiners in adjusting marks for the analysis of sentences, so various now are the methods adopted by different teachers. Dr. Abbot's method seems singularly ill fitted for accurate analysis. Emily Jane White is deserving of especial mention for general excellence. Macnamara for Geography. Smith for History.

II. LATIN.—Presented by 15. Failed, 2. Passed, 13; with credit, none. Full marks, 800. Highest obtained, 525. Average, 440. The average in this subject this year is unquestionably low.

III. GREEK.—Presented by 10. Failed, none. Passed, 10; with credit, 2. Full marks, 800. Highest obtained, 582. Average, 442. The knowledge of the prepared subjects was generally good, but there was no indication of any command of the language in any of the Candidates.

IV. FRENCH.—Presented by all the Candidates. Failed, none. Passed, 16; with credit, 5. Full marks, 550. Highest obtained, 466. Average, 351½. In this subject the questions in Grammar were well answered; of the three unseen passages the first two were creditably rendered, the third indifferently. The translations into French were, with few exceptions, unsatisfactory, showing a weak vocabulary, and an unacquaintance with idiom. The work of Emily Jane White was good throughout, being marked by neatness, accuracy, and good style.

V. GERMAN.—Presented by 3. Failed, 1; with credit, none. Full marks, 550. Highest obtained, 310. Average, 270. The translations at sight rendered by Letitia M. Roper were very good, and if she had paid more attention to the principles of prose composition she would have obtained very high marks.

VI. ITALIAN.—Presented by 6. Failed 2. Passed, 4; with credit, 1. Full marks, 550. Highest obtained, 483. Average, 328. Emily Jane White presented a paper every way creditable, and far excelled all the other Candidates.

VII. PURE MATHEMATICS.—Presented by 15. Failed, none. Passed, 15; with credit, 9. Full marks, 1000. Highest obtained, 920. Average, 577. This set of papers presented by the Candidates was most satisfactory. J. H. Smith exhibited considerable ability. Reed and Macnamara are also deserving of particular mention.

VIII. NATURAL PHILOSOPHY.—Presented by 5. Failed, 1. Passed, 4; with credit, 1. Full marks, 250. Highest obtained, 182. Average, 114½. Smith in this branch of Mathematics again comes to the front and gives promise of great future progress. Pope also showed much insight into the subject.

IX. CHEMISTRY.—Presented by 1 Candidate only; who, however, secured 155 marks out of a total of 250; thus exceeding by 30 marks the number assigned for a credit pass.

X. GEOLOGY.—Presented by 2. Failed, none. Passed, 2; with credit, 2. Full marks, 250. Highest obtained, 210. Average, 173½. Both these Candidates had a good knowledge of the elements of the science, but neither showed much acquaintance with fossils.

XI. DRAWING.—Presented by 2. Failed, none. Passed, 2; with credit, 1. Full marks, 250. Highest obtained, 210. Average, 150. Jane Ivey, who passed with credit, is deserving of very high praise. The other Candidate, had it not been for a decent knowledge of Perspective, would have failed altogether.

XII. MUSIC.—Presented by a single Candidate, who obtained 150 marks out of a total 400, thus entitling herself to a pass.

On adding together the number of Marks obtained by the Candidates in the several subjects presented by them, it appeared that of the sixteen the following fifteen had passed:—

	<i>No. of Marks.</i>
FIRST CLASS.—Smith, J. H.	3384
Pope, R. J.	3309
Macnamara, J. J.	3038
Saunders, James.	2786
Reed, W. H.	2745
Hales, F. C.	2692
Webster, E. H.	2607
Morriss, E. A.	2543
Savigny, W. H.	2480
SECOND CLASS.—White, Emily J.	2333
Roper, Letitia M.	2301
Finchan, E. C.	2030
Gorringe, F. A.	2015
THIRD CLASS.—Harris, Mabel	1487
Ivey, Sarah J.	1372

The following Table shows how this Examination bears comparison with former years:—

	<i>No. of Candidates.</i>	<i>Rejected at Preliminary.</i>	<i>Admitted to A.A. Examination.</i>	<i>Passed.</i>	<i>First Classes.</i>	<i>Second Classes.</i>	<i>Third Classes.</i>	<i>Highest Marks obtained.</i>	<i>Average of all who passed.</i>	<i>Highest Marks yet gained.</i>	<i>Highest Average yet reached.</i>
1860-1871	114	13	91	84	40	19	25	2637*	2095		
1872	11	0	11	9	3	1	5	2821	2075		
1873	14	2	12	10	4	1	5	3295	2228		
1874	17	1	16	13	5	7	1	3082	2357		
1875	12	0	12	9	4	5	0	3442	2565		
1876	18	0	18	14	8	3	3	3308	2511		
1877	18	2	16	15	10	5	0	3631	2532		
1878	18	0	18	16	8	7	1	3611	2495		
1879	25	0	25	22	14	2	6	3573	2532		
1880	21	1	20	18	10	5	3	4069	2536		
1881	17	1	16	15	9	4	2	3384	2475		

* Average, 1860-1871.

The Examination this year has not been so brilliant in results as in some former years; but there were a few features which gave great satisfaction, especially in the Mathematical and Scientific schools. One occurrence was the occasion of much regret, viz., that a Candidate lost the whole of her Latin marks by an apparent misapprehension. In order to discourage a mere smattering of knowledge, no marks are allowed in any subject unless they reach a certain standard; and the Candidate in question by neglecting the whole of one Latin paper, which could hardly have failed to produce the requisite number of marks, lost in consequence her position in the First Class.

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

The Council's Gold Medal	J. H. Smith.
First Prize for Greek	R. J. Pope.
First Prize for Mathematics	J. H. Smith.

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

Second Prize for English	W. H. Reed.
Second Prize for Greek	J. J. Macnamara.
Second Prize for French	J. H. Smith.
Second Prize for Mathematics	W. H. Reed.
Prize for Natural Philosophy	J. H. Smith.
Prize for Chemistry	W. H. Reed.
Prize for Geology	W. H. Reed.
Prize for Drawing	Sarah J. Ivey.

Special Prizes.

Silver Medal as Senior Female Associate of the year ..	} Emily J. White.*
Prize for English	
Prize for French	
Prize for Italian	

Full Tables of the results will be found attached to this report.

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1881.

* In justice to this Candidate it should be stated that these Prizes would have been First Prizes had not the Regulations been that no First Prize can be taken by any Candidate whose name does not appear in the First Class of Associates of Arts.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS.

GENERAL CLASS LIST.

CANDIDATES UNDER 19 YEARS OF AGE.

FIRST CLASS.

No.	NAME.	MARKS.	AGE.	AWARDS.
			1 Sept. 1881. yrs. mths.	
1	Smith, J. H.	3384	16 9	{ Council's Gold Medal. First Prize for Mathematics. Second Prize for French. Prize for Natural Philosophy. First Prize for Greek.
2	Pope, R. J.	3309	17 6	
3	Macnamara, J. J.	3038	17 2	
4	Saunders, James	2786	15 10	—
5	Reed, W. H.	2745	17 7	{ Second Prize for English. Second Prize for Mathematics. Prize for Chemistry. Prize for Geology.
6	Hales, F. C.	2692	16 4	
7	Webster, E. H.	2607	17 2	
8	Morriss, E. A.	2543	16 8	—
9	Savigny, W. H.	2480	17 6	—

SECOND CLASS.

10	White, Emily Jane.....	2333	18 1	{ Silver Medal as Senior Female Associate of the year. Special Prize for English. Special Prize for French. Special Prize for Italian.
11	Roper, Letitia Mary	2301	18 0	
12	Fincham, E. C.	2030	17 11	
13	Gorringe, F. A.	2015	16 11	—

THIRD CLASS.

14	Harris, Mabel	1487	18 7	—
15	Ivey, Sarah Jane	1372	18 4	Prize for Drawing.

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1881.

SPECIAL CLASS LIST.

DEGREE OF ASSOCIATE OF ARTS, 1881.

<i>English.</i>	<i>Latin.</i>	<i>Greek.</i>	<i>French.</i>	<i>German.</i>	<i>Italian.</i>	<i>Mathematics.</i>	<i>Natural Philosophy.</i>	<i>Chemistry.</i>	<i>Geology.</i>	<i>Drawing.</i>	<i>Music.</i>
FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.	FIRST CLASS.
White, Emily Reed Smith Macnamara	None	Pope Macnamara	White, Emily Smith Pope Saunders Roper, Letitia	None	White, Emily	Smith Reed Macnamara Hales Pope Webster Morriss Savigny Saunders	Smith	Reed	Reed Saunders	Ivey, Sarah	None
SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.	SECOND CLASS.
Fincham Roper, Letitia Hales Webster Pope Harris, Mabel Morriss Ivey, Sarah Savigny Saunders Gorringe	Smith Pope Hales Morriss Macnamara Saunders Savigny Reed Fincham Webster Gorringe Roper	Smith Savigny Saunders Webster Hales Fincham Morriss Gorringe	Harris, Mabel Webster Savigny Morriss Gorringe Macnamara Hales Reed Ivey, Sarah Fincham	Roper, Letitia Ivey, Sarah	Roper, Letitia Saunders Pope	White, Emily Gorringe Harris, Mabel Fincham Roper, Letitia	Pope Macnamara Webster	None	None	Smith	Harris, Mabel

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1881.

TASMANIAN COUNCIL OF EDUCATION.

EXAMINATION for the Degree of ASSOCIATE OF ARTS.—1881.

TABLE OF MARKS.

No.	NAME.	DATE OF BIRTH.	SCHOOL.	TEACHER.	English.	Latin.	Greek.	French.	German.	Italian.	Mathematics.	Natural Philosophy.	Chemistry.	Geology.	Drawing.	Music.	TOTAL.	CLASS.
					[Maximum No. of Marks.. 1100]	800	800	550	550	550	1000	250	250	250	250	400		
1	Smith, James Harcourt	7 Nov. 1864	Church Grammar School, Launceston	Rev. W. H. Savigny, M.A.	788 c	525	468	411 c	—	—	920 c	182 c	—	—	90	—	3384	First.
2	Pope, Roland James	18 Feb. 1864	Hutchins School	Rev. J. V. Buckland, B.A.	673	515	582 c	396 c	—	257	779 c	107	—	—	—	—	3309	First.
3	Macnamara, John Joseph	17 June, 1864	High School	Rev. R. D. Poulett-Harris, M.A.	781 c	480	556 c	327	—	—	807 c	87	—	—	—	—	3088	First.
4	Saunders, James	10 Oct. 1865	Horton College	W. W. Fox, Esq., B.A.	612	449	406	393 c	—	276	513 c	—	—	137 c	—	—	2786	First.
5	Reed, Walter Henry	16 Jan. 1864	Horton College	W. W. Fox, Esq., B.A.	818 c	420	—	311	—	—	831 c	—	155 c	120 c	—	—	2745	First.
6	Hales, Frederick Charles	3 Apr. 1865	Church Grammar School, Launceston	Rev. W. H. Savigny, M.A.	699	492	402	317	—	—	782 c	—	—	—	—	—	2692	First.
7	Webster, Edwin Herbert	20 June, 1864	Hutchins School	Rev. J. V. Buckland, B.A.	676	378	405	363	—	—	703 c	82	—	—	—	—	2607	First.
8	Morriss, Ernest Aston	6 Dec. 1864	Hutchins School	Rev. J. V. Buckland, B.A.	666	487	391	332	—	—	667 c	n.p.	—	—	—	—	2543	First.
9	Savigny, William Henry	17 Feb. 1864	Church Grammar School, Launceston	Rev. W. H. Savigny, M.A.	630	445	453	344	—	—	605 c	—	—	—	—	—	2480	First.
10	White, Emily Jane	15 July, 1863	Miss Garrett's School	Miss Garrett	888 c	n.p.	—	466 c	—	483 c	496	—	—	—	—	—	2333	Second.
11	Roper, Letitia Mary	22 Aug. 1863	Mrs. Reynolds' School	Mrs. Reynolds	710	328	—	392 c	310	296	265	—	—	—	—	—	2301	Second.
12	Fincham, Ernest Charles	20 Sept. 1863	High School	Rev. R. D. Poulett-Harris, M.A.	724	390	395	237	—	—	284	—	—	—	—	—	2030	Second.
13	Gorringe, Frank Alexander	13 Sept. 1864	Horton College	W. W. Fox, Esq., B.A.	523	375	363	327	—	—	427	—	—	—	—	—	2015	Second.
14	Harris, Mabel	4 Jan. 1863	Ladies' College	Miss Knott	669	n.p.	—	370	n.p.	—	298	—	—	—	—	150	1487	Third.
15	Ivey, Sarah Jane	25 Apr. 1863	Mrs. Reynolds' School	Mrs. Reynolds	639	—	—	293	230	n.p.	—	—	—	—	210 c	—	1372	Third.

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

For the Examiners,

J. E. BROMBY, D.D.

Hobart, 6th December, 1881.

EXAMINATION PAPERS.

Preliminary Examination.

ARITHMETIC.

Two hours.

1. Multiply 82603 by 4938127, and express the result in words.
2. Multiply eighty-eight millions two hundred and seventy-five by four hundred millions seventy-six thousand nine hundred and nine.
3. Divide 249493596792 by 427964.
4. Divide two hundred and forty-eight thousand one hundred and fifty-five millions nine hundred and fourteen thousand seven hundred and sixty by six hundred and twenty and seventy-two.
5. Multiply £873 5s. 6½d. by 123.
6. Multiply 32 poles 3 yards 1 foot 11 inches by 57.
7. Divide £6022 0s. 7½d. by 2175.
8. Divide 1316 cwt. 3 qrs. 9 lbs. by 65.

ENGLISH.

One hour and a half.

1. Analyse the following passages :—

(a) One prisoner was a Carmelite friar named Baston, whom Edward had brought with him to celebrate his victory in verse; whereupon Robert imposed the same task by way of ransom; and the poem, in long rhyming Latin verses, is still extant.

(b) How many are the lovely lays,
 That haunt our English tongue,
 Defrauded of their poet's praise,
 Forgotten he, who sung.

2. Parse the passage (b).
3. Dictation.

GEOGRAPHY AND HISTORY.

Three hours.

1. Name the three main divisions of that great mountain chain which runs through America from the Arctic Ocean to Cape Horn. Give approximately its length.
2. Where and what are Patagonia, Benares, Oural, Ebro, Capricorn, Euphrates, Aboukir, Chesapeake, Moluccas, Tadmor?
3. For what are the following places particularly celebrated :—Carrara, Moscow, Cashmere, Mt. Athos, Manchester, Bordeaux, the Dead Sea, Sahara, Yarmouth, Singapore?
4. Sketch an outline map of Australia, and mark thereon C. York, C. Howe, Adelaide, Rockhampton, Perth, Clarence R., the Gulf of Carpentaria, and the Australian Bight.
5. Write down the monarchs of the Tudor and Stuart dynasties, with their dates of accession.
6. How are the Marquis de la Fayette, Lord George Gordon, the Earl of Leven, John Knox, Perkin Warbeck, and Earl Godwin known in English history?
7. In whose reigns respectively did the following events occur?—Imprisonment in the Black Hole, Calcutta, Union of the Crowns of England and Scotland, Union of the two Kingdoms, Gibraltar taken, Gibraltar besieged, Bible first completely translated into English, Rebellion of Jack Straw, Battle of Bosworth, Battle of Evesham, Battle of the Standard?
8. Connect with each of the above events the name of some distinguished person.

English.

Three hours.

DR. BROMBY, *Examiner.*

SHAKESPEARE.—Richard II. Grammar and Composition.

1. Adduce some sentence containing two direct objects : and prove that each object is direct by turning the verb into a passive.
2. Give examples of a gerundial infinitive, employed (a) as a subject, (b) as an object, (c) as an adverbial adjunct to a verb, (d) as an adverbial adjunct to an adjective.
3. Give examples of a noun-sentence, employed (a) as a subject, (b) as an object, (c) in apposition to a simple noun.
4. Derive the following words :—Miscreant, aggravate, sovereign, defy, pawn, port-cullis, comfort, attorney, palsy, assault, Pomfret.
5. What other words are there in the English language akin to (a) treachery, (b) abet, (c) gage, (d) jaunce, (e) impeach, (f) rug ?
6. When K. Richard says to Bolingbroke and Mowbray, "We thank you both : yet one but flatters us, as well appeareth by the cause you come," what does he mean ? Name the fathers and grandfathers of these three personages.
7. What is the meaning of the following passages ?—
 - (a) The last leave of thee takes my weeping eye.
 - (b) Depose him in the justice of his cause.
 - (c) I regret the daintiest last.
 - (d) Attorneys are denied me.
 - (e) Let them go to ear the land that hath some hope to grow.
 - (f) He is come to open the purple testament of bleeding war.
 - (g) And I could sing, would weeping do me good.
8. *K. Richard.* The better sort,
As thoughts of things divine, are intermixed
With scruples and do set the word itself
Against the word.

What is a scruple here ? What does Richard mean by setting the word against the word ? What example does he adduce ?
9. What is meant by the figure Prolepsis ? What by Paronomasia ? Give an example of each out of this play ; or, from elsewhere.
10. *Gaunt.* Now he that made me knows I see thee ill ;
Ill in myself to see, and in thee seeing ill.

Paraphrase these two lines.
11. How much was a noble ? What is a postern ?
12. "To thread the postern of a small needle's eye."

Some editors have omitted *small* here for the sake of the metre. What circumstance proves that unnecessary ?
13. Write a paraphrase of King Richard's soliloquy in Pomfret Castle.

History and Geography.

Three hours.

A. DORAN, Esq., B.A., LL.B., *Examiner.*

1. Give a concise account of the administration of Warren Hastings. What were the leading charges against him, and what was the result of his impeachment? How is India now governed?
2. Under what circumstances, and by what means, was the Union of England with Ireland effected?
3. Give the main provisions of the Reform Bills of 1832 and 1867.
4. Give, with dates, a description of the following battles:—Cape St. Vincent, the Nile, Corunna, Alma, Navarino.

5. Give a brief account of Fox, Clive, O'Connell, Canning, Brougham, Peel.
6. Give a genealogical table of the House of Brunswick.

1. What are the principal causes that determine the climate of a country? Give illustrations.
2. Give the principal exports and imports of England. What peculiar advantages does England possess for commerce?
3. Draw a rough outline map of France, inserting the chief capes, mountains, rivers, ports.
4. Name the rivers of South America, and the parts they drain. Compare the drainage of North and South America.
5. Give particulars of the agriculture, commerce, internal communication, and government of Egypt and Cape Colony.
6. Where and what are Sunderland, Caen, Trieste, Comorin, Hindoo Koosh, Khiva, Zambezi, Yokohama, Buenos Ayres, Havanna, Paramatta, Hawaii?

Latin.—I.

Four hours.

DR. BROMBY, *Examiner*.

CICERO—De Amicitia. VIRGIL—Æneid, I.

1. Translate—

Agrigentinum quidem doctum quemdam virum carminibus Græcis vaticinatum ferunt, quæ in rerum natura totoque mundo constarent, quæque moverentur, ea contrahere amicitiam, dissipare discordiam. Atque hoc quidem omnes mortales et intelligunt et re probant. Itaque, si quando aliquod officium exstitit amici in periculis aut adeundis aut communicandis, quis est, qui id non maximis efferat laudibus? Qui clamores tota cavea nuper in hospitibus et amici mei, M. Pacuvii, nova fabula! quum, ignorante rege, uter esset Orestes, Pylades Orestem se esse diceret, ut pro illo necaretur; Orestes autem, ita ut erat, Orestem se esse perseveraret. Stantes plaudebant in re ficta: quid arbitramur in vera facturos fuisse? Facile indicabat ipsa natura vim suam, quum homines, quod facere ipsi non possent, id recte fieri in altero judicarent. Hactenus mihi videor, de amicitia quid sentirem, potuisse dicere. Si qua præterea sunt, (credo autem esse multa :) ab iis, si videbitur, qui ista disputant, quæritote.

2. In the above passage, why are *constarent*, *efferat*, *necaretur*, *sentirem*, in the subjunctive mood?
3. If a negative has to be introduced before a subjunctive of purpose, and before a subjunctive of consequence, how is it done in each case respectively?

4. Translate—

- (a) "Hunc tu olim cælo, spoliis Orientis onustum,
Accipies securâ; vocabitur hic quoque votis.
Aspera tum positâ mitescent sæcula bellis;
Cana Fides et Vesta, Remo cum fratre Quirinus
Jura dabunt; diræ ferro et compagibus arctis
Claudentur belli portæ; Furor impius intus,
Sævâ sedens super armâ, et centum vinctus ahenis
Post tergum nodis, fremet horridus ore cruento."
Hæc ait: et Maia genitum demittit ab alto,
Ut terræ, utque novæ pateant Carthaginis arces
Hospitio Teucris, ne fati nescia Dido
Finibus arceret. Volat ille per aëra magnum
Remigio alarum, ac Libyæ citus adstitit oris.
Et jam jussa facit; ponuntque ferocia Pœni
Corda, volente deo; in primis regina quietum
Accipit in Teucros animum mentemque benignam.
- (b) Postquam prima quies epulis, mensæque remotæ,
Crateras magnos statuunt, et vina coronant.
Fit strepitus tectis, vocemque per ampla volutant
Atria; dependent lychni laquearibus aureis
Incensi, et noctem flammis funalia vincunt.
Hic regina gravem geminis auroque poposcit
Implevitque mero pateram, quam Belus et omnes
A Belo soliti; tum facta silentia tectis:
"Jupiter, hospitibus nam te dare jura loquuntur,
Hunc lætum Tyriisque diem Trojaque profectis
Esse velis, nostrosque hujus meminisse minores."

5. What were the *diræ belli portæ*? Where situated? On what occasion were they closed? Who instituted this practice? After what events in history do we read of this practice being carried out?
6. In passage (b) give the reasons for the cases of these nouns,—*epulis, tectis, laquearibus, gemmis, hospitibus, Troja, and hujus*.
7. Of the following nouns give the English, the gender, and the genitives sing. and plur.:—*Crateras, silentia, laticum, soles, origines, opibus, murmure, puppes, cardine, penum, triones, ansas, cicur*.
8. Parse the following verbs, marking the quantity of the penultimate syllable of each infinitive:—*Spretæ, repostum, jussus, tollere, quiescit, remordet, surgentem, sepsit, ausus, bibisset, passis (crinibus), resedit, juvabo, fœtum, desideret, expetenda, delabitur, gerendas, angi, diffundatur*.
9. Derive the following words, giving the English of the roots as well as of the words:—*Exiliter, duntaxat, proclivis, dudum, secundus, fulmen, sublimis, securus, limen, incuso, laquear, funalia, arcturus, osculum*.
10. What is the difference between *imperare* and *impetrare*; *aut* and *vel*; *errare, vagari, and palari*; *orsus* and *ortus*: and between the meanings of the following words, according as their penultimas are long or short—*lego, apparet, pila, reduces*?
11. Where were the following places:—*Agrigentum, Samos, Trinacria, Cynthus, Cyclopea Saxa*? Of what river was the *Simois* an affluent? Distinguish between *Africa* and *Lybia*.
12. Who were *Auroræ filius, mater Acidalia, Maiâ genitus, Cymothoe, Penthesilea*?
13. With how many ships did *Æneas* sail from *Troy*? What became of them after the storm on the coast of *Africa*?
14. What is the exact meaning of the words *quin, co-optatio, annuo*? What prepositions prefixed to the root of this last would reverse the meaning?
15. When does the prefix *in* negative a word? To what ambiguity does this lead in a certain class of words? Give four examples of the prefix *sub* signifying *up*.
16. Name the figures of speech in the following:—*Lavina venit litora; Superante salo; Quos ego —; Incute vim ventis; In convexo nemorum*.

Latin.—II.

Four hours.

DR. BROMBY, *Examiner*.

TRANSLATION AT SIGHT, AND COMPOSITION.

1. Translate into English—

Per id tempus fere Cæsaris exercitui res accidit incredibilis auditu. Namque, Vergiliarum signo confecto, circiter vigilia secunda noctis nimbus cum saxeâ grandine subito est exortus ingens. Imperator ita ex Sicilia exercitum transportaverat, ut, præter ipsum militem et arma, nec vas, nec mancipium neque ullam rem, quæ usui militi esse consuevit, in naves imponi pateretur. Itaque, subito imbre grandineque consecuta, tenebris aquaque subruti disiectique, nocte intempesta, ignibus extinctis, rebusque ad victum pertinentibus omnibus corruptis, per castra passim vagabantur, scutisque capita contegebant. Eadem nocte quintæ legionis pilorum cacumina sua sponte arserunt.

2. Translate into English—

Quod tua me raro solatur epistola, peccas :
 Quippe mea est humeris fulta ruina tuis.
 Hoc precor, emenda : quod si correxeris unum,
 Nullus in egregio corpore nævus erit.
 Pluribus accusem ; fieri nisi possit, ut ad me
 Litera non veniat, missa sit illa tamen.
 Di faciant, ut sit temeraria nostra querela ;
 Teque putem falso non meminisse mei.

3. Translate into Latin prose—

I must not omit to mention what occurred during this engagement, and what great courage and presence of mind was exhibited on the part of our captain (Smith). An elephant had made a rush at one of the soldiers, being infuriated by the pain of a wound it had received, and was in the act of kneeling upon him with all its weight; this our captain could not suffer without offering battle to the beast; whom when the elephant saw advancing with uplifted sword, leaving the prostrate man, it seizes the captain in its proboscis, and raises him on high. But he, seeing at a glance what was best to be done, backed away at the proboscis with all his might, till the elephant, smarting with the pain, dropt the captain, and ran shrieking off to where the rest of the beasts were drawn up.

4. Translate into Latin verse—

When the hours of day are numbered,
 And the voices of the night
 Wake the better soul that slumbered
 To a holy, calm delight ;
 Ere the evening lamps are lighted,
 And like phantoms grim and tall,
 Shadows from the fitful fire-light
 Dance upon the parlour wall ;
 Then the forms of the departed
 Enter at the open door ;
 The beloved, the true-hearted,
 Come to visit me once more.

Latin.—III.

Three hours.

DR. BROMBY, *Examiner*.

HORACE—Odes, Books III. & IV.

1. Translate the following passages :—

- (a) Hac arte Pollux et vagus Hercules
 Enisus arces attigit igneas.

What was this ars ?

- (b) Protenus et graves
 Iras et invisum nepotem
 Troia quem peperit sacerdos
 Marti redonabo.

Who is the speaker here ? Who were the nepos and sacerdos ?

- (c) Vestris amicum fontibus et choris,
 Non me Philippis versa acies retro,
 Devota non extinxit arbor,
 Nec Sicula Palinurus unda.

Who are addressed here ? What three events are alluded to ?

- (d) Hinc avidus stetit
 Vulcanus, hinc matrona Juno, et,
 Nunquam humeris positurus arcum,
 Qui rure puro Castaliæ lavit
 Crines solutos.

Where was Castilia ? In what other localities was Apollo especially worshipped ?

- (e) Tecum obeam libens. Supply the ellipsis.
 (f) Audis quo strepitu, quo nemus
 Inter pulchra satum tecta remugiat
 Ventis ? et positas ut glaciet nives
 Puro numine Jupiter ?

Name the figure of speech by which *glaciet* depends upon *audis* ?

- (g) Eques ipso melior Bellerophonte, neque pugno
 Neque segni pede victus : catus idem per apertum
 Fugientes agitato grege cervos jaculari, et
 Celer alto latitantem fruticeto excipere aprum.

Name the metre of these lines, and mark out one line into its feet.

- (h) Cras foliis nemus
 Multis et alga litus inutili
 Demissa tempestas ab Euro
 Sternet aquæ, nisi fallit augur.

How does an augur differ from an aruspex ? Who was the augur alluded to above ?

- (i) Gandet invisam pepulisse fossor
Ter pede terram.

Why ter? and why invisam? Name the metre.

- (k) Immunis aram si tetigit manus,
Non sumtuosa blandior hostia
Mollivit aversos Penates
Farre pio et saliente mica.

What is the literal English of *mica*? Name the metre.

- (l) Antequam turpis macies decentes
Occupet malas, teneræque succus
Defluat prædæ, speciosa quæro
Pascere tigres.

Whose words are these? Derive mala; and give two other examples of similar change of letters.

- (m) Merses profundo, pulchrior evenit:
Luctere, multa promuet integrum
Cum laude victorem.

In what two ways are frequentative verbs formed? In what way desiderative verbs? Give two examples of each of the three.

- (n) Qui dies mensem Veneris marinæ findit. What day was this?

- (o) Phœbus volentem prælia me loqui
Victas et urbes, increpuit lyra,
Ne parva Tyrrenum per æquor
Vela darem. Tua, Cæsai, ætas
Fruges et agris retulit uberes,
Et signa nostro restituit Jovi.

What do you know about these *signa*?

2. Restore to original Alcaics—"Before Agamemnon there lived many brave men; but all unwept and unknown are oppressed by a long night, because they want a sacred bard."
3. Where were Tempe, Gætulia, ager Lanuvinus?
4. Who, or what were Laomedon, Acrisius, Palinurus, Spartacus, Montium custos, Phrygius lapis, Tyrrena progenies regum, Sacer clivus, Dircæus cygnus, Minister fulminis?
5. Derive carmen, armentum, fidicen: and state why the quantity of the "o" in odi should differ from that in "odium."
6. What was a *redemptor*? When was anyone said to be *capitis minor*?
7. Describe the musical instrument a *fistula*.

Greek.—I.

Three hours.

DR. BROMBY, *Examiner*.

XENOPHON—Anabasis III.

1. Translate—

"Ενθα δὲ οἱ Ἕλληνες ἔγνωσαν, ὅτι πλαίσιον ἰσόπλευρον πονηρὰ τάξις εἴη, πολεμίων ἐπομένων. Ἀνάγκη γάρ ἐστιν, ἣν μὲν συγκύπτῃ τὰ κέρατα τοῦ πλαισίου, ἢ ὁδοῦ στενωτέρας οὔσης ἢ ὁρέων ἀναγκαζόντων ἢ γεφύρας, ἐκθλίβεσθαι τοὺς ὑπλίτας καὶ πορεύεσθαι πονήρως, ἅμα μὲν πιεζομένους, ἅμα δὲ καὶ ταραττομένους· ὥστε δυσχρήστους εἶναι ἀνάγκη ἀτάκτους ὄντας. Ὅταν δ' αὖ διασχῇ τὰ κέρατα, ἀνάγκη διασπᾶσθαι τοὺς τότε ἐκθλιβομένους καὶ κενὸν γίνεσθαι τὸ μέσον τῶν κεράτων, καὶ ἄθυμειν τοὺς ταῦτα πᾶσχοντας, τῶν πολεμίων ἐπομένων. Καὶ ὁπότε δέοι γέφυραν διαβαίνειν ἢ ἄλλην τινὰ διάβασιν, ἔσπευδεν ἕκαστος βουλόμενος φθάσαι πρῶτος· καὶ εὐεπίθετον ἦν ἐνταῦθα τοῖς πολεμίοις.

2. Write out all the cases of the plural of οὗτος, νεώς, ἐκόν (all genders), εὐχαρις (all genders), and δίπηχυς, contracting where necessary. Also all three numbers of οὐ and πέμψας.

3. Give the nom. and gen. sing. and gender of the following nouns—*γυναιξί, ἀσπίδα, στόματι, ὄδον, ἀκοντίοις, πυραμίσι, δύναμιν, ἡγέμονα, πηγῶν.*
4. Write out a conspectus of moods for—pres. act. of *μέλλω*; 1 a. mid. of *εὐχομαι*; fut. act. of *προσκυνέω*; pres. mid. of *χράω*; 1 a. pass. of *οἶμαι*; fut. mid. of *φαίνω*; 1 a. act. of *φέρω*; 2 a. mid. of *λανθάνω*; 2 a. act. of *ἐμβάλλω*; p. p. of *δείκνυμι*.
5. State the tense, mood, and voice of *βουλώμεθα, εἶδετε, ἐπιμελείσθων, ἀπελᾶ, ἐνόησαν, ἐαλωκότας, σπείσαιντο, συσκευάζων, ἄχθεσθε, παρέστω.* Also give of each the present, future, and perfect tenses of the active voice, and the perfect of the passive.
6. Write out all the persons of the 1 a. indic. mid. of *ἀγείρω*, present indic. of *πτάρνυμαι*, fut. opt. act. of *προσκυνέω*, perf. infin. passive of *λύω*, perf. subj. act. of *διαφθείρω*, pres. subj. act. of *χρυσόω*, fut. opt. mid. of *δέω*, 2 a. subj. mid. of *τίθημι*, fut. indic. mid. of *φαίνω*.
7. What is the difference in meaning between *λελεγμένος* and *εἰλεγμένος*; *ἀγείρας* and *ἐγείρας*; *ἐπιθυμείν* and *ἐνθυμίσθαι*; *ὄρᾳ* and *ὄρη*; *ψύχη* and *ψυχή*.
8. Derive, giving English of each word and of its root—*ἡττᾶσθαι, ἀσφαλής, ἄκων, ἀτέλεια, αἰχμάλωτος, ἀκροβολίζειν, ἀμιλλᾶσθαι.*
9. Translate the following—*Οὐδ' εἰ ταχὺς εἶη, πεζὸς πεζὸν ἂν διώκων καταλάβοι ἐκ τόξου ρύματος.—χαράδραν γὰρ ἔδει αὐτοὺς διαβῆναι, ἐφ' ἣ ἐφόβουντο μὴ ἐπίθωιντο αὐτοῖς διαβαίνουσιν οἱ πολέμιοι.—τοὺς δὲ ἀποθανόντας αὐτοκέλευστοι οἱ Ἕλληνες ἠκίσαντο, ὡς ὅτι φοβερώτατον τοῖς πολεμίοις εἶη ὄρᾳ.—καὶ διετέλουν χρώμενοι τοῖς τῶν πολεμίων τοξεύμασι, καὶ ἐμελέτων τοξεύειν ἄνω ἰέντες μακράν.—ἐπειδὴ δὲ ἑώρα ὁ Χειρίσοφος προκατελημένην τὴν ἀκρονυχίαν, καλεῖ Ξενοφῶντα ἀπὸ τῆς οὐρᾶς.—δοκεῖ μοι βοθηεῖν ἐπὶ τοὺς κρόντας ὡς ὑπὲρ τῆς ἡμετέρας.*
10. What difference of meaning does *παρὰ* assume according as it governs a genitive, dative, or accusative case? What are the prevailing meanings which *μετά, πρὸς, παρὰ,* and *ἐπὶ* give respectively to the verbs they are compounded with?
11. Translate into Greek—

All rivers, even though they be impassable at a distance from their sources, become passable to those advancing towards their sources, not even wetting the knee. — On one side were very lofty mountains, and on the other the river was so deep that not even the spears of those sounding them appeared above the surface.

12. Translate into English—

"Ἄρτι μὲν ἐπεπαύμην εἰς τὰ διδασκαλεῖα φοιτῶν, ὃ δὲ πατὴρ ἐσκοπεῖτο μετὰ τῶν φίλων, ὃ τι καὶ διδάξαιτό με. "Ἄλλον τοί νυν ἄλλην ἐπαινοῦντος, ὡς ἕκαστος γνώμης ἢ ἐμπειρίας εἶχεν, ὃ πατὴρ, οὐ θέμις, εἶπεν, ἄλλην τέχνην ἐπικρατεῖν ἢ τὴν πλαστικὴν· δύναται γὰρ καὶ τοῦτο, φύσεώς γε, ὡς οἶσθα, ἔχων δεξιῶς. "Ἐτεκμαίρετο δὲ ταῖς ἐκ τοῦ κηροῦ παιδιαῖς· ὅποτε γὰρ ἀφεθείην ὑπὸ τῶν διδασκάλων, ἀποξέων ἂν τὸν κηρὸν, ἢ βόας, ἢ ἵππους, ἢ καὶ νῆ Δί' ἀνθρώπους ἀνέπλαττον, εἰκότως ὡς τῷ πατρὶ μὲν ἐδόκουν, παρὰ δὲ τῶν διδασκάλων πληγὰς ἐλάμβανον.

Greek.—II.

Three hours.

DR. BROMBY, Examiner.

EURIPIDES—Hecuba. HOMER—Iliad, VIII.

1. Translate—

ΕΚ. ἄκουε δὴ νυν· τὸν θανόντα τόνδ' ὄρᾳς;
 τοῦτον καλῶς δρῶν ὄντα κηδεστὴν σέθεν
 δράσεις. ἐνός μοι μῦθος ἐνδεὴς ἔτι.
 εἰ μοι γένοιτο φθόγγος ἐν βραχίοσι
 καὶ χερσὶ καὶ κόμαισι καὶ ποδῶν βάσει,
 ἢ Δαιδάλου τέχναισιν ἢ θεῶν τινος,
 ὡς πάνθ' ὁμαρτῇ σῶν ἔχοιτο γουνάτων
 κλαίοντ', ἐπισκῆπτοντα παντοίους λόγους·
 ὦ δέσποτ', ὦ μέγιστον Ἑλλήσιν φάος,
 πίθοῦ, παράσχες χεῖρα τῇ πρὸς βύτιδι

τιμωρόν, εἰ καὶ μηδὲν ἐστιν, ἀλλ' ὅμως.
 ἐσθλοῦ γὰρ ἀνδρὸς τῇ δίκῃ θ' ὑπηρετεῖν
 καὶ τοὺς κακοὺς δρᾶν πανταχοῦ κακῶς αἰεί.
 ΧΟ. δεινόν γε, θνητοῖς ὥς ἅπαντα συμπίπτει,
 καὶ τὰς ἀνάγκας οἱ νόμοι διώρισαν,
 φίλους τιθέντες τοὺς τε πολεμιωτάτους,
 ἐχθροὺς τε τοὺς πρὶν εὐμενεῖς ποιοῦμενοι.

2. Parse *θανόντα*, *ὄραξ*, *γένοιτο*, *ἀφάμαρθ'*. Give comparative of *ἐνδεής*, of *ὀλίγος*, of *ἐχθρός*.

3. Translate—

Λαμπρὰ μὲν ἀκτὶς ἡλίου, κανὼν σαφὴς,
 ἔβαλλε γαῖαν· ἀμφὶ δ' Ἥλεκτρας πύλας
 ἔστην θεατῆς, πύργον εὐαγῇ λαβών.
 ὄρω δὲ φῦλα τρία τριῶν στρατευμάτων,
 τευχεςφόρον μὲν λαὸν ἐκτείνοντ' ἄνω
 Ἰσμήνιον πρὸς ὄχθον, ὡς μὲν ἦν λόγος,
 αὐτόν τ' ἄνακτα, παῖδα κλεινὸν Αἰγέως,
 καὶ τοὺς ξὺν αὐτῷ δεξιὸν τεταγμένους
 κέρας παλαιᾶς Κεκροπίας οἰκῆτορας·
 λαῖδν δὲ Πάραλον, ἐστολισμένον δορὶ,
 κρήνην παρ' αὐτὴν Ἀρεος, ἱππότην τ' ὄχλον
 πρὸς κράσπεδοισι στρατοπέδον τεταγμένον
 ἴσους ἀριθμόν· ἀρμάτων δ' ὀχήματα
 ἐνερθε σεμνῶν μνημάτων Ἀμφίονος.

4. What was a *λειτουργία* at Athens? what a *χορηγία*? What was the technical Greek for “to exhibit a play,” and “to demand a grant for one”?

5. Write a scheme for an iambic trimeter, and mark the position of the penthemimeral caesura. Define the pause.

6. Translate—

ὦ γέρον, ἦ μάλα δή σε νέοι τείρουσι μαχηταῖ,
 Σὴ δὲ βίη λέλνται, χαλεπὸν δέ σε γῆρας ὀπάζει,
 Ἥπεδανδός δέ νύ τοι θεράπων, βραδέες δέ τοι ἵπποι.
 Ἄλλ' ἄγ' ἐμῶν ὀχέων ἐπιβήσεο, ὄφρα ἴδῃαι
 Οἷοι Τρώϊοι ἵπποι, ἐπιστάμενοι πεδίοιο
 Κραῖπνὰ μάλ' ἐνθα καὶ ἐνθα διωκέμεν ἠδὲ φέβεσθαι,
 Οὓς ποτ' ἀπ' Αἰνείαν ἐλόμην, μήστωρε φόβοιο.
 Τούτῳ μὲν θεράποντε κομείτων, τῷδε δὲ νῶϊ
 Τρωσὶν ἐφ' ἵπποδάμοις ἰθύνόμεν, ὄφρα καὶ Ἐκτῶρ
 Εἴσεται, ἦ καὶ ἐμὸν δόρυ μαίνεται ἐν παλάμῃσιν.

7. In the above passage account for the duals *τούτῳ*, *θεράποντε*.

8. Translate—“*Ἰδὼ πολυτίδαξ* — *Ἐν δ' ἐτίθει δύο κῆρε ταυηλεγέος θανάτοιο* — *ἄκρην κακκορυφήν* — *μετὰ νῶτα βαλὼν* — *Καὶ νύ κε σήκασθεν, ἥτε ἄρνες* — *τότε μοι χάνοι εὐρέϊα χθών* — *γυναικὸς ἀντετένυξο* — *αὐτονοχηὶ νηῶν ἐπιβήσομεν* — *τὸν, καὶ τηλόθ' ἐόντα, ἐύκλειης ἐπίβησον* — *τί με σπεύδοντα καὶ αὐτὸν ὀτρύνεις* — *ἄρματα δ' ἀμβωμοῖσι τίθει, κατὰ λίτα πετάσσας*.”

9. Translate—

ὦς δ' ὅτε τίς τε κύων συνὸς ἀγρίου ἢ ἐλέοντος
 Ἀπτηται κατόπισθε, ποσὶν ταχέεσσι διώκων,
 Ἰσχία τε γλουτούς τε, ἐλίσσόμενόν τε δόκεύει,
 ὦς Ἐκτῶρ ὠπάξει κάρηκομόωντας Ἀχαιοὺς,
 Αἰὲν ἀποκτείνων τὸν ὀπίστατον· οἱ δ' ἐφέβοντο.

Explain exactly in what the simile consists.

10. What are the Attic forms for *μοῦνος*, *μετήορα*, *ἴδμεν*, *σήκασθεν*, *μέσφ'*. Supply the elided vowel.

11. Derive fully *ὑπερώσαν*, *οὐδενόσωρα*, *ἀπτοεπίς*, *κῆλεος*, *ἀγητός*, *κενεαυχέες*, *πυλάρταο*, *αελλόπος*, *κύντερος*. Give the English of every word.

12. Translate "Ἡρῇ δ' οὐκ ἔχαδε στήθος χόλον. There is a reading "Ἡρῇ; how would στήθος be governed then ?
13. Translate ἄρματα δ' ἐκλιναν πρὸς ἐνώπια ταμφανόωντα. How did προνώπια differ from ἐνώπια ? Derive both words.
14. Mention three principal differences between the Epic and the Attic dialects.

French.

Three hours.

A. DORAN, Esq., B.A., LL.B., *Examiner.*

1. Translate into English—

Ce qui l'avait arrêté encore était le besoin d'argent. Le czar était un des plus puissants monarques du monde, mais un des moins riches; ses revenus ne montaient pas alors à plus de vingt-quatre millions de nos livres. Il avait découvert des mines d'or, d'argent, de fer, de cuivre; mais le profit en était encore incertain, et le travail ruineux. Il établissait un grand commerce; mais les commencements ne lui apportaient que des espérances: ses provinces nouvellement conquises augmentaient sa puissance et sa gloire, sans accroître encore ses revenus. Il fallait du temps pour fermer les plaies de la Livonie, pays abondant, mais désolé par quinze ans de guerre, par le fer, par le feu, et par la contagion; vide d'habitants et qui était alors à charge à son vainqueur. Les flottes qu'il entretenait, les nouvelles entreprises qu'il faisait tous les jours, épuisaient ses finances. Il avait été réduit à la mauvaise ressource de hausser les monnaies; remède qui ne guérit jamais les maux d'un état, et qui est surtout préjudiciable à un pays qui reçoit des étrangers plus de marchandises qu'il ne leur en fournit.

2. Translate into English—

Sire, ainsi ces cheveux blanchis sous le harnois,
Ce sang pour vous servir prodigué tant de fois,
Ce bras, jadis l'effroi d'une armée ennemie
Descendoient au tombeau tout chargés d'infamie,
Si je n'eusse produit un fils digne de moi,
Digne de son pays, et digne de son roi.
Il m'a prêté sa main, il a tué le comte,
Il m'a rendu l'honneur, il a lavé ma honte.
Si montrer du courage et du ressentiment,
Si venger un soufflet mérite un châtement,
Sur moi seul doit tomber l'éclat de la tempête :
Quand le bras a failli, l'on en punit la tête.
Qu'on nomme crime, ou non, ce qui fait nos débats,
Sire, j'en suis la tête, il n'en est que le bras.
Si Chimène se plaint qu'il a tué son père,
Il ne l'eût jamais fait, si je l'eusse pu faire.
Immolez donc ce chef que les ans vont ravir,
Et conservez pour vous le bras qui peut servir,
Au dépens de mon sang satisfaites Chimène,
Je n'y résiste point, je consens à ma peine ;
Et, loin de murmurer d'un rigoureux décret,
Mourant sans déshonneur, je mourrai sans regret.

Translate—

Chicaneau.— Madame, on n'entre plus.

La Comtesse.— Hé bien ! l'ai-je pas dit ?

Sans mentir, mes valets me font perdre l'esprit.
Pour les faire lever c'est en vain que je gronde ;
Il faut que tous les jours j'éveille tout mon monde.

Chicaneau.— Il faut absolument qu'il se fasse celer.

La Comtesse.— Pour moi, depuis deux jours je ne lui puis parler.

Chicaneau.— Ma partie est puissante, et j'ai lieu de tout craindre.

La Comtesse.— Après ce qu'on m'a fait, il ne faut plus se plaindre.

Chicaneau.— Si pourtant j'ai bon droit.

La Comtesse.— Ah, monsieur ! quel arrêt !

Chicaneau.— Je m'en rapporte à vous. Ecoutez s'il vous plaît.

La Comtesse.— Il faut que vous sachiez, monsieur, la perfidie....

Chicaneau.— Ce n'est rien dans le fond.

La Comtesse.— Monsieur, que je vous die....

Chicaneau.— Voici le fait. Depuis quinze ou vingt ans en ça,
 Au travers d'un mien pré certain ânon passa,
 S'y vautra, non sans faire un notable dommage,
 Dont je formai ma plainte au juge du village.
 Je fais saisir l'ânon. Un expert est nommé ;
 A deux bottes de foin le dégât estimé.
 Enfin, au bout d'un an, sentence par laquelle
 Nous sommes renvoyés hors de cour. J'en appelle.

3. Give the chief rules for forming the plural of nouns in French. Write down the plurals of aieul, ail, bétail, ciel, œil, travail, bal, carnaval, corail, vantail.
4. Give the rules for the formation of the feminine of adjectives in French. What are the feminines of coi, gras, jumeau, sec, vieillot, tiers, chanteur, chasseur, vendeur ?
5. What are the comparatives and superlatives of bon, mauvais, petit, and bien, mal, peu ?
6. Give throughout the preterite indic. of tenir, conduire, vaincre ; the imperf. subj. of apercevoir and craindre ; the pres. imperat. of écrire, lire, mettre, s'en aller, s'asseoir ; the pres. indic. of boire ; the pres. subj. of dechoir ; the future of falloir.
7. Translate into French—

Not into such hands should the administration of justice be entrusted, but to those who know how to reward as well as to punish. It was a fine saying of the emperor, who, being told that his enemies had raised an insurrection in one of the distant provinces, "Come, then, my friends," said he, "follow me, and I promise you that we shall quickly destroy them." He marched forward, and the rebels submitted upon his approach. All now thought that he would take the most signal revenge, but were surprised to see the captives treated with mildness and humanity. "How !" cries his first minister, "is this the manner in which you fulfil your promise ? Your royal word was given that your enemies should be destroyed, and behold you have pardoned all, and even caressed some !" "I promised," replied the emperor, with a generous air, "to *destroy* my enemies ; I have fulfilled my word, for, see, they are enemies no longer ; I have made *friends* of them.

8. When do vingt and cent take an *s* ? Give the French for—Four score pounds ; 456 soldiers ; in the year 1881 ; one hundred and sixty.
9. Give the chief rules for the use of the subjunctive mood in French.
10. Distinguish between an, année ; jouer à, jouer de ; en campagne, à la campagne ; plus, davantage ; casser, rompre ; prêt à, prêt de, près de ; tomber par terre, à terre ; marcher, se promener.
11. Derive the following words, and illustrate their formation by other examples :—Le, sein, âme, épine, genre, hier, goût, cheval, chanter, désormais, jadis, malgré.
12. Translate into French—(1) He was as near as possible being killed. (2) I have been there twice this morning. (3) Happen what may. (4) These things are of little consequence to me. (5) This coat fits you well. (6) That house is to be let. (7) He lives in London ; we are going to England. (8) He is richer than he was ; he is not richer than he was. (9) A river 20 feet deep. (10) It is what you are mistaken in. (11) I think of your business. (12) The less money he gets, the more expenses he incurs.

German.

Three hours.

JOHN A. JACKSON, B.A., *Examiner.*

1. Translate into German—

It was in the year one thousand four hundred and ninety-eight that Columbus' third voyage was undertaken ; and as his thoughts were still bent on discovering India, which he was persuaded would be found to the south west of the islands already visited, he resolved to alter his course in order to attain this object.

The vessels had not proceeded more than half way on their voyage, when land hove in sight; and at the same time the crews observed the sea in a violent commotion, although there was little wind; it was evidently occasioned by the rush of a vast river as it emptied itself into the ocean.

2. Translate into English—

Der Lärm dieser Begebenheit hat unterdessen das ganze Städtchen in Aufruhr gebracht, Haufen sammeln sich zu Haufen, alle Gassen sind gesperrt, ein Heer von Feinden kommt im Anmarsch gegen ihn her. Er zeigt eine Pistole, das Volk weicht, er will sich mit Macht einen Weg durch's Gedränge bahnen. "Dieser Schuss" ruft er soll dem Tollkühnen, der mich halten will." Die Furcht gebietet eine allgemeine Pause—ein beherzter Schlossergeselle endlich fällt ihm von hinter her in den Arm und fasst den Finger womit der Rasende eben losdrücken will. Die Pistole fällt, der wehrlose Mann wird vom Pferde herabgerissen, und im Triumphe nach dem Amt haus zurück geschleppt.

3. Give the genitive singular and the nominative plural of the following nouns:—Der Mann; Das Dorf; Das Ei; Die Hand; Das Gemach; Der Prinz; Der Ahn; Das Ohr; Das Kapital; Der Käs.
4. State the rule for the declension of German compound substantives, and give one example.
5. Write out the first person imperfect indicative and the past participle of the verbs—Empfangen, geschehen, greifen, senden, speien, wiegen, thun, waschen.
6. What is the difference in meaning between the verbs trinken and tränken; liegen and' legen; fahren and' fahren; hangen and' hängen; steigen and' steigern.
7. Give the comparative and superlative of the adverbs wohl, well; bald, soon; gern, willingly.
8. Give some examples showing the different significations in which the prepositions um and nach are used.
9. The verbs Glauben, meinen, and others are sometimes followed by the indicative and sometimes by the subjunctive mood. When should the subjunctive be used? Give examples.
10. Translate—

THALES.

Und doch, O Greis des Meers, vertraut man dir
Du bist der Weise; treib' uns nicht von hier!
Schau' diese Flamme; menschenähnlich zwar
Sie deinem Rath ergiebt sich ganz und gar.

NEREUS.

Was Rath! Hat Rath bei Menschen je gegolten.
Ein gutes Wort erstarrt im harten Ohr.
So oft auch That sich grimmig selbst gescholten
Bleibt doch das Volk selbstwillig wie zuvor
Wie hab' ich Paris väterlich gewarnt!
Ihm kündet' ich was ich im Geiste sah
Die Lüfte qualmend überströmend Roth
Gebälke glühend, unten Mord und Tod.

11. What do you mean in German by separable and inseparable verbs?
12. Translate into German—
He died of hunger.
The more, the better.
Do you play on the piano or on the harp?
The king could not help smiling when he heard what had become of his enemy.
Who is there? It is we.
Yesterday morning,—to-morrow morning—the day after to-morrow.
I have been doing nothing now for eight months.
13. What, as a rule, is the force of the prefix *be-* when used with verbs? and give some exceptions to the rule.

Italian.

Three hours.

Rev. T. KELSH, *Examiner.*

1. Translate—

Citati quindi a parte a parte i creditori di lui, con ciascuno convenne di ciò che ragion voleva che a' debiti di tal natura si detraesse: e ciò stabilito, fatte apprestar due gran tavole nella sala, ordinò che su d' una fossero stese in tanti scudi d'argento le somme che a ciascuno de' creditori pagar dovevansi, e sull' altra per egual modo le somme, che egli aveva fermo con essi, che si dovessero detrarre.

Indi chiamati tutti i creditori, ad un tempo, e fatto venire il figlio, volle che sotto agli occhi di lui fosse contato a ciascuno quel che a ciascuno apparteneva: e congedatili per questa guisa ad uno ad uno, allorchè solo con lui rimase, in voce piana e amorevole: *Se meglio tu avessi saputo ciò che costar ti dovevano le tue follie, io ben credo, gli disse, che più saggiamente pur ti saresti condotto. Or tu l' hai veduto cogli occhi proprj, e da te resta il pigliarne esempio. Il contante, che steso ancor miri su quella tavola tutto insieme col resto rapir ti dovevano le male genti, alle quali ti sei fidato, che a tanto ascendeva l' intera somma, onde fatto ti eri lor debitore. Io ho saputo salvartelo, e alla mia morte ti sarà dato. Ma questo è il solo dono, che per me devi aspettarti, ove maggiori non sappia tu meritarme con un novello tenor di vita.*

2. Parse—Citati; convenne; si detraesse; fatte; dovevansi; volle; congedatili; meglio; pigliarne; steso; devi; salvartelo; sappia; novello.
3. State the general rules for distinguishing the genders of nouns, and the leading exceptions.
4. Give plural form and the genders of the following:—Dramma; fiume; fame; dente; torre; affare; lente; corno; mendico; mulino; tordo; uovo.
5. Write, mentioning the gender, the Italian names for the following trees and their fruits:—Cherry; chestnut; pear; plum; walnut.
6. Write out the present and perfect tenses and participle (where they have such) of chiedere; torre; assidersi; parere; nuocere; valere; calere.
7. Explain the origin of the prefix *s* as in *sventura* and *sbattere*.
8. Derive the words avanti; inverno; assai; addio; ivi; poscia; meco; innoltre; appunto.
9. Give the neuter form (infinitive) of the following verbs, and the translation of both active and neuter forms:—Trastullare; informare; scordare; alzare; coricare; rallegrare; guardare; ingannare.

10. Translate—

Sopra 'l monte Tarpeio, canzon, vedrai
Un cavalier, ch' Italia tutta onora;
Pensoso più d' altrui, che di se stesso.
Digli: Un che non ti vide ancor da presso
Se non come per fama uom s' innamora,
Dice, che Roma ogni ora
Con gli occhi di dolor bagnati e molli
Ti chier mercè da tutti sette i colli.

11. Parse the fifth line in the foregoing.

12. Translate into Italian—

A certain person asked a child how old her mother was? I do not know, she replied; but as my mother thinks herself younger every year, if we go on at this rate I shall soon be older than she is.

I shall go and see the marquis to-morrow.

What does it matter?

My friend has now been ill three weeks.

Let me rest a little. No, it is late; let us walk faster.

What o'clock is it? It is half-past two.

I have been spoken to about the matter.

Were you born in Tasmania?

Pray, turn round, that I may see if the coat is well made.

Pure Mathematics.—I.

Three hours.

DR. BROMBY, *Examiner.***ALGEBRA.**

1. Find the sum of $7a - 3b + 4c - 2d + 7$, $4b - 8a - 11 + 2d - 6c$, $-4 + 4d - 5c + 3b + 13a$, $c - b + 11 + 2a$, $6c - 6d - 15a - 3b$.
2. Divide $a^4 + a^3 - 2a^2 + 3a - 1$ by $a^2 + 2a - 1$.
3. Show that $x(x + 1)(x + 2)(x + 3) + 1 = (x^2 + 3x + 1)^2$.
4. Find the Greatest Common Measure of $x^3 - 3a^2x - 2a^3$ and $x^4 - ax^3 + a^3x - 10a^4$.
5. Divide $a^{\frac{3}{2}} + a^{\frac{1}{2}}b^{\frac{3}{2}} + a^{\frac{1}{2}}b + b^{\frac{3}{2}}$ by $a^{\frac{1}{2}} - b^{\frac{1}{2}}$.
6. Find the value of $(a + x)(b + x) - x^2$ when $x = \frac{ac}{b}$.
7. Solve the equations—

$$(a) \quad x - \frac{\frac{3}{2}x - 2}{8} - 19 = \frac{-\frac{1}{5}(x - 4) + \frac{3x}{2} + 1}{11}$$

$$(b) \quad \frac{3x - 16}{18} + 4 = \frac{4x - 3}{4x + 3} + \frac{2x + 18}{9}$$

$$(c) \quad \frac{x - 1}{x + 1} + \frac{x + 3}{x - 3} = 2\left(\frac{x + 2}{x - 2}\right)$$

$$(d) \quad (a - b)x^2 - (a + b)x + 2b = 0.$$

8. A merchant commencing business lost one-third of his capital in the first year; but in the following year he gained 3 times as much as he had left, half as much money as he had begun with, and £5000; and then found that he had as much above £10,000 as the capital he began with was below £10,000. What capital did he begin with?
9. Prove that if p and q be respectively the 4th terms of the expansions of $(1 - x)^{-\frac{1}{2}}$ and $(1 - x)^{-\frac{3}{2}}$, $q = 9p$.
10. Investigate the formula which expresses the sum of n terms in an arithmetical progression.
11. Which is the greater of these two series, and by how much? —
 $\frac{1}{4} + \frac{1}{8} + \frac{1}{16} + \dots$ in infinitum, or
 $\frac{1}{3} + \frac{1}{9} + \frac{1}{27} + \dots$ in infinitum.
12. Of what number of things are the permutations 5040?

Pure Mathematics.—II.

Four hours.

DR. BROMBY, *Examiner.***EUCLID, Books I.—IV. ARITHMETIC.**

1. If two straight lines cut one another, the vertical or opposite angles shall be equal.
2. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.
3. If a straight line be divided into any two parts, the rectangles contained by the whole and each of the parts are together equal to the square on the whole line.
4. In obtuse-angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the

- squares on the sides containing the obtuse angle by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle.
5. If a straight line drawn through the centre of a circle bisect a straight line in it which does not pass through the centre, it shall cut it at right angles: and conversely, if it cut it at right angles, it shall bisect it.
 6. If a straight line touch a circle, and from the point of contact a straight line be drawn meeting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle.
 7. To describe a circle about a given triangle.
 8. To inscribe an equilateral and equiangular quindecagon in a given circle.
 9. If from a point without a circle two straight lines be drawn touching the circle, prove that the angle between these two lines will be bisected by the lines which join the given point and the centre of the circle.
 10. Inscribe a regular octagon in a given circle.
 11. A man died in 1868 aged 93; his son died in 1822 at the age of 16. How old was the father when the son was born?
 12. Simplify $\frac{\frac{1}{3} \text{ of } \frac{1}{2} + \frac{2}{3} \text{ of } 5}{9\frac{1}{3} - 1\frac{2}{3}}$.
 13. Determine by Practice what 63 cwt. 3 qrs. $17\frac{1}{2}$ lbs. would amount to at the rate of 12 guineas per cwt.
 14. Multiply $12\dot{3}$ by $3\cdot4\dot{3}$.
 15. If 1 lb. of tea be worth 50 oranges, and 70 oranges be worth 84 lemons, what is the value of a lb. of tea when a lemon is worth one penny?
 16. Extract the square root of $\frac{5\cdot04}{\cdot021}$ to 4 places of decimals.
 17. If *A* possess $\frac{1}{4}$ of a ship whose value is £6800, and *B* $\frac{1}{2}$ of the remainder, what should the third partner *C* pay them for their joint shares to make a profit of 10 per cent. by his purchase?
 18. A man rows down a river 18 miles in 4 hours with the stream, and returns in 12 hours: find the rate at which he rows, and the rate of the stream.

Mathematics.—III.

Four hours.

DR. BROMBY, *Examiner*.

EUCLID—VI. and XI. TRIGONOMETRY. LOGARITHMS.

1. If the angle of a triangle be divided into two equal angles, by a straight line which also cuts the base, the segments of the base shall have the same ratio which the other sides of the triangle have to one another: and conversely, if the segments of the base have the same ratio which the other sides of the triangle have to one another, the straight line drawn from the vertex to the point of section divides the vertical angle into two equal angles.
2. Similar polygons may be divided into the same number of similar triangles, having the same ratio to one another that the polygons have; and the polygons have to one another the duplicate ratio of that which their homologous sides have.
3. To cut a given straight line in extreme and mean ratio.
4. If three straight lines meet all in one point, and a straight line stands at right angles to each of them in that point, these three straight lines are in one and the same plane.
5. To draw a straight line perpendicular to a plane from a given point above it.

6. If a straight line be at right angles to a plane, every plane which passes through it shall be a right angles to that plane.
7. From a given straight line show how to cut off a fifth part.
8. If two straight lines be cut by four parallel planes their parts will bear the same ratio to one another.
9. Define Secant and Cosine of an angle : and prove that $\text{Sec} = \frac{1}{\cos}$.
10. Prove that $\cos(A + B) = \cos A \cos B - \sin A \sin B$.
11. Prove that $\frac{\cos 2a}{1 + \sin 2a} = \frac{1}{\tan 2a + \sec 2a}$.
12. Prove that $\frac{\sin 2a + \sin 4a}{\cos 2a + \cos 4a} = \tan 3a$.
13. Prove that the area of any quadrilateral figure = $\frac{1}{2}$ the product of the diagonals multiplied by the sine of the included angle.
14. In the triangle ABC , $a = 320$, $b = 800$, and $B = 128^\circ 4'$, where a , b are the sides opposite the angles A , B . Find the angle A accurately to seconds.
15. Wishing to ascertain the height of a steeple, I select two stations in line with it, and 52 yards apart; at these stations I find the elevations to be $58^\circ 14'$ and $36^\circ 42'$ respectively; the height of my eye is 4 ft. 6 in. : what is the height of the steeple?

Natural Philosophy.

Three hours.

DR. BROMBY, *Examiner*.

1. AB is a canal-boat lying in midstream; BC is the tow-rope, sloping towards the bank; AD is the helm turned towards the opposite bank : explain, upon the principle of the Resolution of Forces, how the boat should move straight on, although its head is pulled towards one bank by the rope.
2. A carriage wheel, whose weight is 120 lbs. and radius 17 inches, rests upon a level road : find the force necessary to draw the wheel over an obstacle 2 in. high.
3. A uniform bar of iron 16 in. long, and weighing 50 lbs., has a weight of 80 lbs. suspended from one extremity : at what distance from the weight must the fulcrum be placed that it may sustain the bar in equilibrio?
4. Find the centre of gravity of a scalene triangle.
5. In a combination of four levers, the arms next the power are severally 3, 2, 7, and 9 feet, and the others 1, 2, 5, and 3 feet : what power will balance a weight of 1000 lbs.?
6. In a pulley, consisting of two blocks, each block containing n sheaves, and the cord proceeding from the power first passing over the highest sheaf in the upper fixed block, and then under the lowest sheaf of under moveable block, and so on in succession till it is ultimately attached to the bottom of the fixed block, find what weight must be suspended from the lower block so as to balance the power P . Make a figure of this pulley.
7. Suppose that $5\frac{1}{2}$ turns cause the head of a screw to advance $\frac{3}{8}$ of an inch; what power applied at the extremity of an arm 18 in. long will be required to produce a pressure of 1000 lbs. upon the head of the screw?
8. A stone is thrown vertically down a cliff 1200 feet in height, and is observed to reach the base of the cliff in $5''$; taking 32 to represent the force of gravity, find what must have been the velocity of projection.
9. A stone is thrown in the air with a velocity of 10 feet per $1''$, and at an angle inclined to the horizon of 60° : find what the velocity of the stone will be, when it has attained its greatest height.

10. Divide an inclined plane, whose length is 9 feet, into 3 parts, such that the time of describing each part by a body falling from rest may be equal.
11. A piece of wood weighs 60 lbs. in air, and to it is attached a piece of copper which weighs 40 lbs. in water, and the compound weighs 25 lbs. in water: what is the specific gravity of the wood?
12. What is a siphon? What advantage has it over a common tap? What is the limit of its application?
13. Describe the common pump.
14. Sketch a figure of a safety-valve, and show how its influence may be adjusted.

Non-metallic Chemistry.

Three hours.

DR. BROMBY, *Examiner.*

1. Enunciate the principal laws of chemical combination; and illustrate each law by an example.
2. What is a molecule? How does it differ from an atom?
3. Who discovered oxygen gas? How did he procure it? What processes are more generally employed now?
4. What is ozone? How procured artificially? What is the best test of its presence? Explain the process by which its constitution was determined.
5. Explain the manufacture of coal gas, detailing the processes by which its purity is secured.
6. If hydric sulphate (sulphuric acid) be mixed with salt, what gas is given off? If dioxide of manganese had been mixed in proper proportion as well, what would have been the result? Show by diagrams these processes; and give the atomic weight of each non-metallic element.
7. What is Dulong's oil? How obtained? Describe its characteristic properties.
8. What is meant by *osmosis*? Adduce any experiment which exhibits its action.
9. If you were to place the but-end of a gun-barrel in a smith's forge till it attained a white heat, and then injected water at the muzzle, what phenomenon would take place? and why?
10. As a result of electrolysis, which of the non-metallic elements would be found at the positive pole, and which at the negative? Where would the metals be? What title is given in consequence to these elements severally?
11. Give the chemical names, and symbols, for hartshorn, fire-damp, choke-damp, laughing-gas, spirits of wine, vitriol, spirit of salt, diamond, and flint.
12. State all you know about *fluorine*.

Geology.

Three hours.

DR. BROMBY, *Examiner.*

1. Of what gases does the atmosphere consist? In what ratio to each other? What is the extreme height of the atmosphere? By what considerations determined?
2. Water offensively charged with decaying animal matter, after passing through a stratum of sand, regains its purity: what changes does chemical analysis show that it has undergone?
3. What is meant by *grit*, *shale*, *dolomite*, *selenite*, *lignite*, *graphite*, *chert*? What are the three principal shales?

4. What are the constituent groups of the Tertiary and of the Carboniferous systems?
5. Draw a rough chart of the world, and mark out thereon the main volcanic areas. Draw an isothermal line for 50° N. lat.
6. Name the highest and lowest points of the solid surface of the earth. Give the number of feet above or below the sea-level.
7. To what economic uses are the following substances turned:—Kaolin, Puozzolana, graphite, pumice, baryta, amianthus, galena, lias, coprolite?
8. What are the two principal theories respecting the formation of coal-seams? What are the arguments in favor of either theory?
9. How have the chalk strata been apparently formed?
10. There are said to be three sources of heat to the crust of the earth: what are they? What, according to observed phenomena, is the effect which each has?
11. Explain the cause of the trade-winds in the Atlantic and Pacific Oceans. In what way do the monsoons differ from them? and for what reason?
12. What is the original habitat of the following trees:—The batata, or sweet potato; the oil-palm; coffee; arrowroot; cochineal; sugar-maple; cinnamon; allspice; cloves?
13. Describe and sketch an ichthyosaurus, a plesiosaurus, and a pterodactyl. In what geological groups are their remains found?
14. Name the minerals and fossils now shown to you.

Drawing.

H. HUNTER, *Esq.*, Examiner.

No. 1.—FROM THE FLAT.

One hour and a half.

Copy the outline figure given—the size to be increased as the Examiner will direct.

No. 2.—FROM MODEL.

Two hours and a half.

Draw the plaster cast, and shade as much as time will permit.

No. 3.—PERSPECTIVE.

Three hours.

Draw the various arrangements of cubes, &c. which will be placed before you. The time for each problem, and the scale to which the drawings are to be made, will be indicated by the Examiner.

The lines in this work may be ruled, and all invisible angles, &c. are to be dotted in, as though the cubes were transparent.

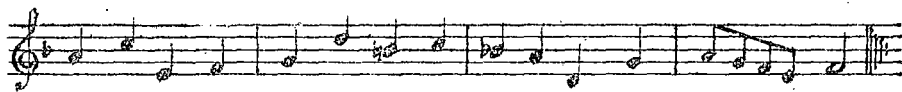
All constructional lines, points, &c. necessary for the working out of each problem are to be distinctly marked.

Music

THREE HOURS

J. SUMMERS. EXAMINER.

1. Write the ascending Tetrachords from A, C[♯], D[♭]; and descending from B[♭], G[♯], F[♭].
2. Write down and explain the principal Time Signatures
3. In what respect may two bars, each containing six quavers, differ?
4. What are accidentals? Write down a passage of two bars in G minor illustrating their use.
5. What is a key? What is a clef? Name the clefs in frequent use and show when more than one is necessary
6. Say to what keys the following are the leading notes B[♭] C G[♯] F A[♯] B[♯]
7. Add three parts in compressed score, Alto, Tenor, and Bass, to the following melody:



8. Name the following intervals, and say what they become when inverted.
D[♯] to F G[♯] to C[♯]
A to E[♭] A[♭] to G[♭]
9. Name the principal forms of vocal and Instrumental Music.
10. Name the chief works composed by Haydn, Mendelssohn, Gluck, Handel, Bach, Mozart, & Wagner

TASMANIAN COUNCIL OF EDUCATION.

Hobart Town, 19th May, 1880.

EXAMINATION FOR THE DEGREE OF ASSOCIATE OF ARTS, 1881.

THE Council of Education have directed the publication of the following Regulations and Scheme of Examination for the Degree of Associate of Arts for the year 1881.

By Order of the Council,

GEORGE RICHARDSON, *Secretary.*

REGULATIONS.

The Degree of Associate of Arts shall be open to persons of any age: but Candidates for that Degree above the age of nineteen years, who may take honors, shall be placed in separate class lists, and shall not be eligible for any Prizes that may be awarded by the Council.

In determining the Classes, account will be taken of every part of the Examination, including the Preliminary Examination; but no credit will be given for knowledge in any subject unless the Candidates pass in that subject, attaining the standard of marks to be fixed by the Council.

Every successful Candidate for the Degree of Associate of Arts shall receive a Certificate of having obtained such Degree; and such Certificate shall be under the Seal, and signed by the President of the Council. The Certificate shall specify the subjects in which the Candidate has passed, and the Class attained.

The examination of those Students who have satisfactorily passed the preliminary examination will comprise the subjects mentioned in the following sections, in four of which, at least, the Candidate must pass:—

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

MINOR SCHOLARSHIPS for Associates of Arts, out of Funds to be provided by Parliament.

A Minor Scholarship of the value of £40 per annum, tenable for two years, will be awarded to each of the two Male Associates being under the age of nineteen years who stand highest on the Class List for the year, and who declare their intention of continuing their studies with a view of competing for the Tasmanian Scholarships.

Payments on account of each Minor Scholarship will be made quarterly upon the Council receiving such proof as it may require that the general conduct of the holder is satisfactory, and that he is diligently pursuing his studies for the Tasmanian Scholarship Examination; and in the event of the holder not procuring such proof, the Council may declare the Minor Scholarship to be vacant.

In case any Minor Scholarship becomes vacant by the declaration of the Council or by the death or resignation of the holder, the Associate whose name stands next highest on the Class List, and who is not the holder of a Minor Scholarship, shall be entitled, upon complying with the terms aforesaid, to such Minor Scholarship during the residue of its currency.

SCHEME of Examination for the Year 1881.

PRELIMINARY EXAMINATION.

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 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.

ORDINARY EXAMINATION.

1. **ENGLISH.**—*Language.*—The Candidate will be examined in *Shakespeare's Richard II.*, and will be required to write a short original Composition, or a Report founded upon some abstract of facts furnished to him. *History.*—History of England, from the Peace of Versailles to the reign of Queen Victoria, inclusive. *Geography.*—General.

2. **LATIN.**—Grammar. Cicero, *De Amicitia*; Virgil, *Æneid*, Book I., Horace, *Odes*, Books III. and IV. Passages for translation from other Latin authors; and passages of English for translation into Latin Prose and Verse.

3. **GREEK.**—Grammar. Xenophon, *Anabasis*, Book III.; Euripides, *Hecuba*. Homer, *Iliad*, Book VIII. Passages for translation from other Greek authors, and a passage of English for translation into Greek prose.

4. **FRENCH.**—Grammar. Passages for translation from French into English, and from English into French prose.

5. **GERMAN.**—Grammar. Passages for translation from German into English, and from English into German prose.

6. **ITALIAN.**—Grammar. Passages for translation from Italian into English, and from English into Italian prose.

7. **PURE MATHEMATICS.**—(a) Arithmetic and Algebra, (b) Euclid, Books I. II. III. IV. VI. XI., to the end of Proposition 21, Plane Trigonometry, and the use of Logarithms. Candidates to pass in Mathematics need not present Euclid, Books VI. and X., Plane Trigonometry, and the use of Logarithms, but must present them as well as the other subjects to obtain a *First Class in Mathematics*.

8. **NATURAL PHILOSOPHY.**—Elementary principles of Statics, Dynamics, and Hydrostatics.

9. **CHEMISTRY.**—The non-metallic elements and the laws of combination, with the use of symbolic notation.

10. **ZOOLOGY AND BOTANY.**—The description and classification of animals, their habits and geographical distribution; and the mercantile and industrial uses of animal products. Also, the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description.

11. **GEOLOGY.**—Elements of Physical Geography and Geology. Specimens of rocks and fossils will be given for identification.

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

13. **MUSIC.**—The Elements of Harmony and Musical Composition, with some knowledge of the history and principles of the Art.

SCALE OF MARKS.

		Full Marks obtainable.
1. English	{ Language	600
	{ History	250
	{ Geography	250
2. Latin		800
3. Greek		800
4. French		550
5. German		550
6. Italian		550
7. Pure Mathematics	{ (a) Arithmetic and Algebra	500
	{ (b) Euclid and Trigonometry	500
8. Natural Philosophy		250
9. Chemistry		250
10. Zoology and Botany		250
11. Geology		250
12. Drawing		250
13. Music		400
		Marks.
Standard for First Class		2350
Standard for Second Class		1900
Standard for Third Class		1350