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SECONDARY EDUCATION (SCOTLAND).

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I.—CIRCULARS.

II.—PAPERS

SET AT THE

EXAMINATION FOR LEAVING CERTIFICATES, 1892,

HELD BY THE

SCOTCH EDUCATION DEPARTMENT.

III.—RESULTS OF THIS EXAMINATION.



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INSPECTION OF HIGHER CLASS SCHOOLS, 1892.—  
LEAVING CERTIFICATE.

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CIRCULARS TO CORRESPONDENTS OF SCHOOLS.

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Circular 134.

Scotch Education Department,  
Dover House, Whitehall, London, S.W.,  
7th January 1892.

SIR,

I AM directed to inform you that my Lords propose that the next examination for leaving certificates shall begin on Monday, the 13th of June.

They have only to call your attention to the accompanying notes issued last year in connexion with the examination in mathematics, Latin and Greek, and modern languages. The principles therein laid down will continue to regulate their practice.

With regard to English, my Lords think that, in view of the large choice of questions in geography and history, the candidates may fairly be expected to satisfy the examiners that they possess a competent knowledge of at least one of these subjects, as a necessary condition of the issue of a certificate.

With regard to mathematics, my Lords propose next year (1893) to limit the geometry of the higher grade certificate to Euclid, Books I., II., III., IV., VI., and XI. (1-21), with deductions, and to recognise, as a *necessary* additional subject for honours, "modern geometry and higher algebra."

They think it well to give due warning as to this, and they trust that it may have the effect of increasing the thoroughness of instruction in the fundamental part of mathematical studies.

I have, &c.

H. CRAIK.

*Enclosures to Circular 134.*

## NOTE AS TO LATIN AND GREEK PAPERS.

My Lords have had under consideration various remarks submitted to them in regard to the examinations for the leaving certificate in Latin and Greek. Complaints have been made that in certain grades the papers set have sometimes been of undue difficulty. Without pronouncing any opinion as to this, my Lords agree that it is undesirable to set any test which is of an involved or confusing character. But while anxious to avoid undue difficulty, my Lords cannot hold out the hope that the test applied in judging the answers to such papers as may be set will be relaxed. One of the objections to undue difficulty in questions is, that this may very probably lead to undue leniency in the test applied. My Lords think it is more desirable to reverse the process; and, while restricting the questions or exercises to a moderate standard, to be severe in exacting a certain amount of correct answering as a minimum.

It is undoubtedly difficult, having regard to the diverse objects which these certificates have to serve, to fix the precise standard which ought to be maintained; but my Lords can only state that it will be their object to study the matter carefully in the light of experience, and in consultation with those best able to form an opinion.

It has been suggested that it might be at once more convenient, and more favourable to candidates, that the honours papers should not be altogether distinct from those of the higher grade. My Lords are accordingly prepared to arrange that the higher grade papers in Latin and Greek should be the same as the first honours papers; a second paper being added for the honours candidates. But it must be distinctly understood that before a higher grade certificate is issued the standard of marks required must be attained solely on the first paper, and that marks gained in the special honours paper will not be allowed to compensate for any failure in the paper which is common both to the higher grade and the honours.

Scotch Education Department,  
December 1890.

## NOTE AS TO PAPERS IN MODERN LANGUAGES.

With respect to the papers in modern foreign languages, my Lords have received representations as to the extended scope given to these papers at the last examination by the introduction of questions on philology and literature.

These subjects undoubtedly formed a new element in the examination: and, looking to this fact, my Lords did not feel themselves justified in making the successful answering of questions of this kind an indispensable condition of the issue of a certificate. As might perhaps have been expected, the results were not generally satisfactory, so far as these subjects were concerned. But it must be distinctly understood that in no case was failure to obtain a certificate to be ascribed to a deficiency in this respect.

An objection, which my Lords do not consider to have any real foundation, has been raised to the wide range of questions in these subjects. It must be evident that this range is greatly in favour of a

candidate. To prescribe special authors would introduce an element into the examination which my Lords are anxious to avoid. As an alternative to this, it is evidently most fair to the candidates to give a wide range of philological and literary questions, and to require that *only a few questions*, to the subject-matter of which any candidates may have given special attention, should be answered.

With regard to the general question of the introduction of such subjects, my Lords think that serious injury would be done to the study of modern languages, were their philological and literary aspect to be entirely ignored. The position which this study is to occupy in school education is one on which opinions are at present widely divided, and the questions arising in regard to this and to the best practical means of attaining successful results have been the subject of careful consideration on the continent, and might with great advantage occupy the attention of those amongst ourselves whose practical experience and educational authority is of weight. But, if besides giving conversational facility for practical purposes it is intended to provide, through the medium of these languages, for certain pupils, the mental training which others obtain from classical studies, this end seems most likely to be attained not by limiting their range to translation and grammar, but by adding to these the intellectual interest to be derived from study of the structure of the language, and from an acquaintance with some phase of the literature.

My Lords propose to continue to set a certain number of questions of this character, but those set in the lower certificate examination will be very elementary. Those set for the higher certificate will be rather more advanced; but in neither of these will the successful answering of philological or literary questions be considered for the present as a necessary condition of the issue of a certificate. In the case of honours, a wide choice of questions will be given, but a candidate will be expected to show that he has not neglected that aspect of the subject by which it may best become a means of intellectual training.

Scotch Education Department,  
December 1890.

## NOTE AS TO MATHEMATICAL PAPERS.

### A.

#### *Lower Grade Certificate.*

To obtain a lower grade certificate in mathematics, candidates must pass in each of the three following subjects,\* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Arithmetic ( $1\frac{1}{2}$  hours), including practice, proportion, percentage, square root, simple interest, vulgar and decimal fractions.

2. Algebra ( $1\frac{1}{2}$  hours), including fractions, factors, square root, equations of the first degree, simultaneous equations of the first degree, easy quadratic equations, problems leading to the above equations.

3. Geometry (2 hours). The subject matter of Euclid, Books I., II., and III., with easy deductions. Demonstrations other than Euclid's will be accepted if they assume no propositions which in Euclid's order are subsequent to the proposition under consideration.

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\* Candidates for any grade must take all the papers belonging to that grade; *i.e.*, they may not take geometry and algebra of the lower grade and arithmetic of the higher, &c.

Candidates for a lower grade certificate may also take the paper in dynamics, success in which will be recorded on the certificate. *No certificate in dynamics will be awarded to any candidate who does not obtain a certificate in mathematics.*

The papers in geometrical conics and analytical geometry cannot be taken by candidates for a lower grade certificate.

## B.

### *Higher Grade Certificate.*

To obtain a higher grade certificate candidates must pass in each of the four following subjects\*, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others. They may also take any of the three additional subjects, success in which will be recorded on the certificate.

1. Arithmetic ( $1\frac{1}{2}$  hours). The whole subject.
2. Algebra ( $1\frac{1}{2}$  hours), as far as the binomial theorem, inclusive.
3. Geometry (2 hours). The subject matter of Euclid, Books I., II., III., IV., VI., and XI., with deductions, and such propositions in modern geometry as are usually taught as a sequel to Euclid.
4. Trigonometry and logarithms† ( $1\frac{1}{2}$  hours), as far as the logarithmic solution of triangles, inclusive.

### *Additional Subjects.*

1. Geometrical conics ( $1\frac{1}{2}$  hours). The properties of the parabola, ellipse, and hyperbola, and the sections of the cone treated geometrically.
2. Analytical geometry ( $1\frac{1}{2}$  hours). The straight line, the circle, and the conic sections treated by Cartesian co-ordinates, but not including the investigation of the general equation of the second degree.
3. Elements of dynamics ( $1\frac{1}{2}$  hours). Velocity, acceleration, the rectilinear motion of a uniformly accelerated particle, the laws of motion, the composition of forces, equilibrium, the centre of mass (gravity), common machines, work and energy, elementary hydrostatics, specific gravity.

## C.

### *Honours Certificates.*

The subjects for the honours certificate in mathematics are the same as those for the higher grade certificate, but the standard of proficiency required is higher.

To obtain an honours certificate the candidate must pass with exceptional credit in the first four subjects, and must also pass in two of the additional subjects.

Candidates for honours who fail to attain the standard necessary for honours, but show sufficient proficiency to merit a higher grade certificate, will be awarded such a certificate.

\* Candidates for any grade must take all the papers belonging to that grade; *i.e.*, they may not take geometry and algebra of the lower grade and arithmetic of the higher, &c.

† The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

No candidate may take any of the additional subjects who is not a candidate for a certificate in mathematics, and no certificate of success in any of the additional subjects will be given unless the candidate obtain a certificate in mathematics.

## D.

*Book-keeping and Commercial Arithmetic.*

To obtain a certificate in book-keeping and commercial arithmetic candidates must pass in each of the following papers:—

1. Book-keeping (3 hours). Candidates will be required to journalise, and thence post to their proper accounts in the ledger, a number of imaginary transactions of moderate difficulty, to adjust these accounts, and to set forth the final result either in the form of a balance sheet or a balance account. Credit will be given for style and accuracy as regards dates and folios.

Proper books will be provided.

2. Commercial arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures, and such questions as are likely to arise in ordinary commercial transactions. An exercise in addition, involving speed and accuracy, will be given.

## E.

*Arithmetic Certificate.*

Candidates may be examined in arithmetic alone, either in the lower or higher grade.

Candidates who fail to obtain a certificate in mathematics may be awarded a certificate in arithmetic if they show sufficient proficiency in that subject.

Scotch Education Department,  
January 1892.

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Higher Class Schools.  
Inspection, 1892.

Circular 135.

Scotch Education Department,  
15th January 1892.

SIR,

ADVERTING to their Lordships' circular letter of 15th January 1886, I am to state that my Lords have had under consideration the arrangements for the inspection of higher class schools in the current year.

I am accordingly to request you to inform my Lords, *as soon as possible*, whether inspection is this year desired for the school which you represent. Should inspection be desired one of each of the enclosed forms should be filled up and forwarded to the Department in due course.

All schools from which pupils are presented for the leaving certificate must be inspected under the direction of my Lords, but it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the managers.

I have, &c.  
H. CRAIK.

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*Higher Class Schools.*

Circular 136.

*Inspection under the Educational Endowments  
(Scotland) Act, 1882.*

Scotch Education Department,  
15th January 1892.

SIR,

WITH a view to the completion of arrangements for the inspection of higher class schools this year, I am directed by my Lords to inquire at what time it will be most convenient that the inspection of the above school, in terms of section 19 (or section 45) of the Educational Endowments (Scotland) Act, 1882, should take place.

My Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

Where pupils are presented for the leaving certificate, it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the governing body.

I have, &c.  
H. CRAIK,

*Higher Class Schools.*

Circular 138.

*Leaving Certificate, 1892.*

Scotch Education Department,  
1st April 1892.

SIR,

I AM directed to remind you that the examination for leaving certificates will begin on Monday the 13th June, and I am to give the following further particulars with respect to it.

About a month before the examination, my Lords will issue a form, on which they will ask for exact information as to the numbers to be examined in the various grades of each subject.

The following subjects will be included in the examination:—English (including questions on Modern History and Geography), Latin, Greek, French, German, Mathematics (including Arithmetic), and Book-keeping with Commercial Arithmetic.

Certificates of three grades,—lower, higher, and honours—will be given in each of these subjects except book-keeping and commercial arithmetic, where one grade of certificate only will be given.

For information as to the arrangement of the papers and the character of the questions in Latin, Greek, modern languages, and mathematics, I am to call your attention to the notes which have already been sent to you.

As on previous occasions, the examination will be general and not in prescribed books. In the English papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in history, literature, and geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in history and geography, may be expected from every pupil, and candidates will be required to satisfy



the examiners that they possess a competent knowledge of at least one of these subjects.

My Lords noticed last year, with regret, that a large number of candidates were presented in a grade higher than their attainments warranted, and thus the number of failures was considerably increased. They are of opinion that candidates should not be presented in a grade higher than that in which they are likely to pass, and they fear that the issue of certificates, in certain cases, in a lower grade than that in which candidates are presented, has to some extent encouraged the practice. They will not at present withdraw this concession; but they desire to give notice that this year a certificate of a lower grade will not be issued except under more stringent conditions than in previous years, and only in those cases where the circumstances appear fully to justify such a course. Their Lordships will be unable to issue a lower grade certificate in English, or in any language, to candidates who take papers in the honours grade and fail to qualify for a certificate in the higher or honours grade.

In Latin, Greek, French, German, and English two papers will be required in the honours grade. In book-keeping and commercial arithmetic, separate papers will be set, but a certificate will be granted to those candidates only who pass in both branches.

As you have already been informed, my Lords propose that the examination should take place simultaneously in each school, beginning on Monday, June 13. The subjects will be taken in the following order:—

Monday, June 13th -	10 a.m.	Arithmetic.
"    "    " -	12 noon	Geometry.
"    "    " -	3 p.m.	Algebra.
Tuesday, June 14th -	10 a.m.	English.
"    "    " -	2 p.m.	English (2nd honours paper).
Wednesday, June 15th	10 a.m.	French.
"    "    "    "	2 p.m.	French (2nd honours paper).
Thursday, June 16th	10 a.m.	Latin.
"    "    "    "	2 p.m.	Latin (2nd honours paper).
Friday, June 17th -	10 a.m.	Greek or Book-keeping.
"    "    "    " -	2 p.m.	Greek (2nd honours paper) or Commercial Arithmetic.
Monday, June 20th -	10 a.m.	Trigonometry and Loga- rithms.*
"    "    "    " -	12 noon	Analytical Geometry.
"    "    "    " -	2 p.m.	Dynamics.
"    "    "    " -	4 p.m.	Geometrical Conics.
Tuesday, June 21st -	10 a.m.	German.
"    "    "    " -	2 p.m.	German (2nd honours paper).

On each occasion, the papers for the lower grade, the higher grade, and the honours grade certificate, in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each

\* The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

paper in languages and English will be two hours and a half in the lower grade, and three hours in the higher and honours grades. For the time allowed for the various subjects in mathematics, you are referred to the note as to mathematical papers.

The authorities of the school must provide a suitable room or rooms for the examination, and pens, ink, scroll paper (on which no notes of any sort should appear), and blotting paper. Slates may not be used, nor pencils except in the drawing of mathematical figures. The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the head master a few days before the examination. Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be instantly dismissed, and the case reported to the Department.

My Lords will appoint an officer to represent the Department at the examination. He will distribute the papers and supervise the examination. If, in any subject, all the candidates cannot be accommodated in one room, information must be sent to the Department at least one month before the examination, so that a second supervising officer may be appointed. Such supervision cannot be entrusted to anyone who does not represent the Department.

The selection of candidates from any school rests entirely with the authorities of that school, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the separate schools, it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in each school, should be presented. It is undesirable, if the examination is to serve as a test of the real merits of a school and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of the managers.

In the case of candidates who desire to qualify by this examination for exemption from examinations of the University of Oxford, or the University of Cambridge, it is essential that notice should previously be given to this Department, and a list of the names of such candidates must be furnished on a form for this purpose, which may be obtained on application to the Department. If, subsequently, candidates should determine not to proceed to either University, notice must be given *before* the 25th July. In the absence of such notice, the papers will be sent to the Schools' Examination Board, and the ordinary fee will fall to be paid to that Board.

I have, &c.

H. CRAIK.

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Circular 140.

Scotch Education Department,  
20th April 1892.

SIR,

You are doubtless aware that under the Education and Local Taxation Relief (Scotland) Bill, now before Parliament, it is proposed to allot a certain sum for the encouragement of secondary education, and my Lords would hope that, as indicated by the Lord Advocate, a share in any such grant would fall to higher departments established with due approval in connexion with the ordinary schools.

Their Lordships are anxious that such higher departments should be in a position to make use of any advantages which Parliament may place within their reach ; and, with this view, they are prepared this year to admit to the leaving certificate examination, which begins on the 13th of June, candidates from any such departments as may appear, upon due inquiry, to be of a character to claim a share in any grant which may become available under that Bill.

I am accordingly to ask you to notify forthwith the names of any such candidates, and to state the character and organisation of the department with which they are connected, so that my Lords may be in a position to satisfy themselves that the department is of the kind indicated.

I have, &amp;c.

H. CRAIK.

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#### MEMORANDUM.

A large number of university and professional authorities have announced their readiness to accept the leaving certificate in lieu of such preliminary examinations as are held under their directions.

Amongst these we may name :—

- The Lords of Council and Session (for the purposes of the Law Agents Act) ;
  - The War Office and the Civil Service Commissioners, for the Army Preliminary Examination ;
  - The University of Oxford ;
  - The University of Cambridge ;
  - The Universities of Edinburgh, Glasgow, and St. Andrews, for the preliminary examination for the three years' course ;
  - The General Medical Council ;
  - The Royal College of Surgeons of Edinburgh ;
  - The Pharmaceutical Society of Great Britain ;
  - The Society of Solicitors before the Supreme Courts ;
  - The Institute of Accountants and Actuaries in Glasgow ;
  - The Society of Accountants in Edinburgh ; and
  - Girton College, Cambridge.
-

My Lords are informed that the leaving certificate of the Scotch Education Department is accepted by the University of Oxford under the following conditions :—

#### I.—IN LIEU OF RESPONSES.

No certificate is accepted unless the candidate has passed in at least four subjects at one examination, three of which subjects shall be Greek, Latin, and Elementary Mathematics.

By passing is to be understood—

- (a) In elementary mathematics—passing in the lower grade.
- (b) In Latin and Greek—passing in the higher grade.
- (c) In French and German—passing in the higher grade.
- (d) In English—passing in the higher grade.
- (e) A candidate passing in higher mathematics (including analytical geometry, geometrical conics and dynamics), might count this as equivalent to passing in elementary mathematics, and the required fourth subject (*see first paragraph*).

#### II.—IN LIEU OF RESPONSES, TOGETHER WITH AN ADDITIONAL SUBJECT.

Those candidates who, having satisfied the above conditions, obtain an honours certificate in Greek and Latin, or, in addition to four other subjects, obtain a higher grade certificate in French or German, are considered to have passed an examination equivalent to responses, together with an additional subject.

#### *General.*

The written work of those candidates who apply to have their certificates accepted will have to be submitted to the awarding examiners of the schools examination board.

A special fee of 5s. will be charged for each candidate whose papers are thus submitted.

Also, that the following recommendations have been approved by the Senate of the University of Cambridge :—

1. That the highest grade schools examination syndicate be authorised to examine the papers of candidates to whom certificates have been awarded by the Scotch Education Department, and to report to the Vice-Chancellor upon their sufficiency.

2. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade classical papers of the Scotch Education Department be accepted as equivalent to the papers other than the paper on the Greek Gospel or its substitute, in Part I. of the previous examination.

3. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade mathematical papers of the Scotch Education Department be accepted as equivalent to the papers, other than the

paper on Paley's Evidences or its substitute, in Part II. of the previous examination.

4. That candidates who hold a higher grade certificate in Latin and Greek, endorsed as above, be required to pass in the paper on the Greek Gospel or its substitute, in order to be excused from Part I. of the previous examination, and shall pay a fee of five shillings on admission to examination in such paper.

5. That candidates who hold a higher grade certificate in mathematics, endorsed as above, be required to pass in the paper on Paley's Evidences or its substitute, in order to be excused from Part II. of the previous examination, and shall pay a fee of five shillings on admission to examination in such paper.

6. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade papers of the Scotch Education Department in French, or in German, or in trigonometry and dynamics, be accepted as equivalent to the papers in the additional subjects in the previous examination.

7. That the certificates of any undergraduates who claim exemption from either part of the previous examination, or from the examination in the additional subjects, by virtue of the above regulations, be presented to the registry in their first term of residence, and that a fee of 1*l.* for the registration of each certificate of exemption from examination in Part I. or in Part II., or in the additional subjects of the previous examination, be paid at the same time to the registry. No certificate, not presented in a student's first term of residence, shall be valid without the express permission of the council.

8. (a.)—That the papers of candidates desiring to proceed to this university, to whom certificates have been awarded by the Scotch Education Department, be submitted to the highest grade schools examination syndicate.

(b.)—That a special fee of 5*s.* be charged for each candidate whose papers are thus submitted.

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## LEAVING CERTIFICATE, 1892

## EXAMINATION PAPERS.

## ENGLISH.

## LOWER GRADE.

Tuesday, 14th June. 10 A.M. to 12.30 P.M.

Not more than TEN questions to be attempted, of which at least FIVE must be in Section I., at least ONE in Section II., and at least ONE in Section III.

## SECTION I.

1. Write out and punctuate the passage read for dictation.
2. Paraphrase the following lines:—

“Ye powers who rule the tongue, if such there are,  
 And make colloquial happiness your care,  
 Preserve me from the thing I dread and hate,  
 A duel in the form of a debate.  
 The clash of arguments and jar of words,  
 Worse than the mortal brunt of rival swords,  
 Decide no question with their tedious length  
 (For opposition gives opinion strength),  
 Divert the champions prodigal of breath,  
 And put the peaceably disposed to death.”

3. Analyse the first four lines of the above quotation.
4. Which of the words in the passage quoted in Question 2 are of classical origin? Give the derivations of *five* of these words. Point out native suffixes in any words in the passage.
5. Parse the italicised words in the following sentences:—
  - (a) The labourer was promised his *dinner*.
  - (b) Woe is *me*!
  - (c) *Accordingly* I refused his offer.
  - (d) There were a *great many* spectators.
  - (e) *It* is foolish to boast.
  - (f) I have plenty *to say*.
  - (g) The holidays *being* near, he talks of *going* to the sea-side.
6. Distinguish, with a few illustrations, the principal ways of marking gender in English nouns.
7. Explain the meaning of the terms *strong verb*, *impersonal verb*, *mood*, *tense*. How does the clause *If I were guilty* differ in meaning from the clause *If I was guilty*? How does the

sentence *His influence increased year by year* differ in meaning from the sentence *His influence has increased year by year*?

8. Give some account of the state of English literature during *one* of the following periods:—(a) the reign of Richard II.; (b) the reigns of the first two Tudors; (c) the reign of James I. (of England); (d) the reigns of Charles II. and James II.; (e) the reigns of the first two Georges; (f) the last quarter of the eighteenth century; (g) the first quarter of the nineteenth century.
9. Describe *two* famous English works from the following groups:—(a) dramas; (b) narrative poems; (c) novels; (d) historical works; (e) speeches. The two works must be taken from two groups, and must not be works produced within the last twenty years.
10. Point out, and correct, any faults in the following sentences:—
  - (a) Neither his father or his mother are aware of his absence.
  - (b) I never have and never will believe it.
  - (c) Farmers find it more profitable to sell their milk wholesale to some London dealer rather than retail it in their own locality.
  - (d) The fops of that day used the abominable art of painting their faces as well as the women.
  - (e) I must differ from you there: your second statement cannot be reconciled to your first.

#### SECTION II.

11. Write a short life of Alfred the Great, *or* of Ethelred the Unready, showing the effects upon the history of England of the policy pursued by either.
12. Give an account of the various risings that William the Conqueror had to suppress, with special reference to the part played by Malcolm Canmore. When did the Norman Baronage cease to be troublesome to the English Kings?
13. Sketch the course of events that led to the granting of the Great Charter, and enumerate some of its most important provisions.
14. Sketch the history of Scotland from the death of Alexander III. down to the defeat of Wallace.
15. Give a brief account of each of the following:—The Black Death, the Statute of Labourers, the Statute of Præmunire, the Peasants' Revolt, the Merciless Parliament.
16. Explain the various circumstances that brought about the Wars of the Roses, and trace the history of the wars down to the death of Henry VI.
17. "The Tudors were all popular when they obtained the crown, and unpopular before they died." How far is this true?
18. Give some account (a) of the reign of James VI. of Scotland before his accession to the English throne, and (b) of the various subjects on which he quarrelled with the English Parliament.

19. What were the causes of the War of the Spanish Succession? Narrate the history of the campaign of Blenheim, *or* of the capture of Gibraltar, and give some account of the terms on which peace was made.
20. Write a short life of the younger Pitt, explaining the circumstances under which he became Prime Minister, his domestic policy, his views of the French Revolution, his Irish policy, and the causes of his resignation.

## SECTION III.

21. A vessel sails from Aberdeen to Hull, calling at all the chief ports. What kind of cargo might she hope to pick up at each, and what headlands or capes might she sight?
22. Name the principal centres of deep-sea fishery in Scotland, and the places in Scotland to which you would send for cotton goods, iron, whisky, coal, steamers, tweed, wheat.
23. Draw a map of England south of the Severn and west of Wiltshire, *or* a map of the four northern counties of England.
24. Draw a map of Spain, showing the chief physical features, *or* a map of the Balkan Peninsula, showing the political divisions.
25. Give some account of the discovery of Australia, of the difficulties encountered in exploring the interior of it, of any animals or plants peculiar to it, and of its political divisions and government.

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 ENGLISH.

## LOWER GRADE.

Tuesday, 14th June. 10.45 A.M.

*Passage for Dictation.*

I am just returned from Westminster Abbey, the place of sepulture for the philosophers, heroes and kings of England. What a gloom do monumental inscriptions and all the venerable remains of deceased merit inspire! Imagine a temple marked with the hand of antiquity, solemn as religious awe, adorned with all the magnificence of barbarous profusion, dim windows, fretted pillars, long colonnades and dark ceilings. Think, then, what were my sensations at being introduced to such a scene. I stood in the midst of the temple, and threw my eyes round on the walls, filled with the statues, the inscriptions and the monuments of the dead.

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## ENGLISH.

## HIGHER GRADE AND FIRST PAPER FOR HONOURS GRADE.

Tuesday, 14th June. 10 A.M. to 1 P.M.

Not more than TWELVE questions to be attempted, of which at least FIVE must be in Section I., at least TWO in Section II., and at least TWO in Section III. Question 1 must be taken.

## SECTION I.

1. Write an essay of two or three pages on *one* of the following subjects:—
  - (a) The place in which you live.
  - (b) The uses of novel-reading.
  - (c) Patriotism, true and false.
2. State, and exemplify, the correct usage of *shall* and *will*. Are the following usages good English, and, if so, why?—(a) I will give you a holiday if you deserve it; (b) Shall you go to the concert to-night? (c) He said he should go to the concert.
3. Illustrate the statements that, in the English Alphabet, (a) one letter represents different sounds, (b) one sound is represented by different letters.
4. State (a) the origin of any *three* of the following:—*an, none, what, she*, the preterite suffix *-ed*; (b) the derivation of any *five* of the following:—*thirteen, disastrous, omnibus, lunatic, chapter, twilight, sample, quinsy, provost, outrage*.
5. What facts in the history of the English language can you illustrate from the existence of the doublets *ward* and *guard*, *evil* and *ill*, *poor* and *pauper*, *church* and *kirk*?
6. When, and by whom, were the following works written:—*Utopia, The Vicar of Wakefield, Gulliver's Travels, The Spectator, Samson Agonistes, Hyperion, The Rape of the Lock, Childe Harold, The Vision of Piers the Plowman*? Give a short account of any *two* of these works.
7. What was the general character of English Literature at the time when *The Pilgrim's Progress* was written? Why is it called an allegory? Can you compare it with the *Fairy Queen*?
8. Describe in full one of Chaucer's Canterbury Pilgrims, or one of Shakespeare's heroines, or one of Scott's humorous characters.
9. Point out, and correct, any faults in the following sentences:—
  - (a) Neither his father or his mother are aware of his absence.
  - (b) I never have and never will believe it.
  - (c) Farmers find it more profitable to sell their milk wholesale to some London dealer rather than retail it in their own locality.
  - (d) The fops of that day used the abominable art of painting their faces as well as the women.
  - (e) I must differ from you there: your second statement cannot be reconciled to your first.

10. Paraphrase the following passage so as to exhibit the full meaning, and analyse the four lines beginning "For what are men" :—

I have lived my life, and that which I have done  
 May He within Himself make pure! But thou,  
 If thou should'st never see my face again,  
 Pray for my soul. More things are wrought by prayer  
 Than this world dreams of. Wherefore, let thy voice  
 Rise like a fountain for me night and day.  
 For what are men better than sheep or goats  
 That nourish a blind life within the brain,  
 If, knowing God, they lift not hands of prayer  
 Both for themselves and those who call them friend?  
 For so the whole round earth is every way  
 Bound by gold chains about the feet of God.

#### SECTION II.

11. Give an account of the reign of Edward the Confessor, with special reference to the position and policy of Earl Godwin and his sons.
12. Name any instances, between 1066 and 1400, in which the English crown did not pass from father to eldest son, and explain the reasons in each case.
13. Give an account of the parentage, relationships, and education of David I. Describe his policy, and its results to Scotland.
14. Write a short life of Simon de Montfort.
15. What were the causes that led to the outbreak of the Hundred Years' War between England and France? Account for its long duration, and estimate its effect upon each of the two countries. In what position did they stand at the close of the reign of Edward III.?
16. Sketch the history of the Reformation in Scotland down to the death of Mary of Guise, and contrast its origin and final settlement with the corresponding movement in England.
17. What were the most important measures of the Long Parliament down to the beginning of the Civil War? How did the Long Parliament come to an end?
18. Write short notes on the Five Mile Act, Test Act, Habeas Corpus Act, Toleration Act, Mutiny Act, Claim of Right and Act of Settlement, explaining the circumstances under which they were severally passed.
19. Sketch the political life of Sir Robert Walpole, describing his character and policy as shown both in opposition and during his ministry.
20. Describe the political and social condition of Great Britain in the period immediately after Waterloo. What do you know of Brougham, Huskisson, Canning, Grey, O'Connell?

#### SECTION III.

21. From what ports in Great Britain would you start for Hamburg, Riga, Boulogne, Marseilles, Bergen, Madeira, Malta, Valparaiso, New York, Melbourne, Montreal, Trinidad? About how long would the voyage by steamer take in each case?

22. Draw a map of Ireland, and show the position of the chief mountain ranges, rivers, and lakes. Name the various routes to England and Scotland, and the chief articles exported.
23. Draw a map of the Basin of the Forth *or* the Trent, showing the towns and indicating their historical or commercial importance.
24. Describe the main physical divisions of India, and the principal products of each; add short notes on the Monsoons, the North-West Frontier, and Caste.
25. What are the physical and geographical conditions that determine the temperature, rainfall, general climate, and productiveness of any place? Give examples.

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## ENGLISH.

### HONOURS.—SECOND PAPER.

Tuesday, 14th June. 2 to 5 P.M.

#### SECTION I.

1. Illustrate the statement that poetry flourished in Scotland at the close of the fifteenth century and the opening of the sixteenth. Can you suggest any reasons for the fact?
2. What kinds of literature flourished most in England between 1580 and 1620? Write an account of any Book of the *Fairy Queen*, *or* of any tragedy by Shakespeare, *or* of any work by Bacon.
3. Contrast the poetry of Milton with that of Pope, *or* the spirit of Addison's writings with the spirit of Swift's, *or* the poetry of Wordsworth with that of Scott, *or* the style of Macaulay with that of Carlyle.
4. Describe any *two* of the following characters:—Macbeth, Shylock, Brutus in *Julius Cæsar*, Satan in *Paradise Lost*, Sir Roger de Coverley, Mr. Great-heart, Diana Vernon, Mr. Pickwick, Colonel Newcome, Enoch Arden.
5. How does *Robinson Crusoe* seem to you to differ most from the tales of adventure written at the present time?
6. Take any period of fifty years since the Norman Conquest, and discuss with reference to it the statement that the literature of an age reflects the political and social condition of the age.

#### SECTION II.

#### *Optional Questions.*

7. Translate into English:—

Nū segð ús sēo bōc be Nōēs ofspringe, þæt his suna gestrīndon twā and hundseofontig suna, þa *begunnon* tō wireenne þā wun-dorlican burh and pone hēagan stipel þe secolde āstigan ūpp tō

heofenum, be heora unræde; æc God silf cōm þær tō, and seāwode heora *weorc*, and *sealde* heora ælcum synderlice *spræce*, þæt heora ælcum wæs uncūð hwæt oþer sæde, and hī swā geswicon sōna þære getimbrunge, and hī ðā tōferdon tō fylrenum lande on swā manegum gereordum swā þæra manna wæs.

8. Decline *three* of the nouns italicised in the above passage; and give the infinitive, 3rd person singular present indicative, plural preterite indicative, and past participle of each of the italicised verbs.
9. In what dialects are the following passages written? State, in detail, the reasons for your answer. From what dialect was modern English developed?

(a.) Ich y-zeʒ nyxt icsu cr'ist þe ilke blisfolle mayde and moder myd alle worpssipe and reuerencee y-nemned marie, ine þe wonderuolle trone zittynde, aboue alle þe holy ordres of angles and of men an-heʒed, hire zone iesus nor ous byddinde, and to huam hi is nol of merci. Ac þe ilke wonderuolle magesté and þe briʒtnesse of þe moder and of þe zone ich ne myʒte naʒt longe polye: ich wente myne ziʒ þe nor to yzi þe ilke holy ordres of þe gostes þet stondeþ beuore god.

(b) Schipmen soue war efter sent,  
To here þe kinges cumandment;  
And þe galaies men also,  
þat wist both of wele aud wo.  
He cumand þan þat men suld fare  
Till Ingland and for no thing spare,  
Bot þrin and sla both man and wife,  
And childe, þat none suld pas with life.  
þe galay men held vp þaire handes,  
And thanked God of þir tipandes.

10. Sketch the history of the influx of French words into English from the Norman Conquest to the time of Chaucer. What truth is there in the statement that Chaucer "corrupted" the English language by a free introduction of French words?
11. Discuss the question whether English has, on the whole, gained or lost by becoming, as compared with Anglo-Saxon, an un-inflected language.

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## LATIN.

### LOWER GRADE.

Thursday, 16th June. 10 A.M. to 12.30 P.M.

*Candidates should in all cases attempt Question 5.*

1. Translate into English:—

Sub vesperum Caesar portas claudi, militesque ex oppido exire iussit, ne quam noctu oppidani ab militibus iniuriam acciperent. Illi, ante inito, ut intellectum est, consilio, quod *deditione* facta nostros praesidia *deducturos*, aut denique indiligentius servaturos

erediderant, partim eum his, quae retinuerant et celaverant, armis, partim scutis ex cortice factis, aut viminibus *intextis*, quae subito, ut temporis exiguitas postulabat, pellibus *induxerant*, tertia *vigilia*, qua minime arduus ad nostras munitiones adscensus videbatur, omnibus copiis repente ex oppido eruptionem fecerunt. Celeriter, ut ante Caesar imperarat, *ignibus* significatione facta, ex proximis castris eo concursum est pugnatumque ab hostibus ita acriter, ut a viris fortibus, in extrema spe salutis, iniquo *loco*, contra eos, qui ex vallo turribusque tela *iacerent*, pugnari debuit.

2. Parse the words printed in italics; give, in each case, the exact reason for the case or mood employed, with the principal parts of the verbs.

3. (a) Give the gender, the declension, the ablative singular and the genitive plural, of the following nouns, marking in each case the quantities of the syllables:—*laurus*, *pecus*, *iter*, *vis*, *palus* (a marsh), *crus*, *ales*, *clavis*, *gener*, *triumvir*, *respublica*, *dies*.

(b) Give the comparative and superlative of—*audax*, *providus*, *prope*, *aeger*, *gracilis*, *dives*.

(c) Write down, in tabular form, the

- (1) 2nd plural perf. indic. act.;
- (2) 3rd sing. imperf. subj. pass.;
- (3) 3rd plur. perf. subj. pass.;
- (4) future participle, and
- (5) the meaning, of

*vincio*, *fodio*, *sterno*, *spondeo*, *veto*, *censeo*, *tango*, *experior*.

(d) Give the exact meaning of—*alius*, *alter*, *uterque*, *quicumque*, *nonne*, *quisque*, *quisquam*, *at enim*; and give the Latin for—*six*, *six a-piece*, *sixth*, *sixty*, *sixty times*, *six hundred*, *six hundredth*, *six thousand six hundred and sixty-six*.

4. Translate into Latin:—

- (1) Did any one forgive me my fault?
- (2) The enemy, having been defeated by Caesar, retreated to Gaul.
- (3) Having gained many victories, he returned home to die.
- (4) I think that these fields will be cultivated.

5. Translate into Latin:—

Now I saw that just on the other side of this plain, the travellers came to a place where stood an old monument, hard by the highway side, at the sight of which they were both dismayed, because of the strangeness of the form thereof; for it seemed to them as if it had been a woman transformed into the shape of a pillar. Here, therefore, they stood, looking and looking upon it, but could not for a time tell what they should make thereof. At last one of the two travellers espied, written above the head thereof, a writing in an unusual hand; but he being no scholar, called to the other (for he was learned) to see if he could pick out the meaning. So he came, and after a little laying of the letters together, he found the writing to be "Remember Lot's wife."

## LATIN.

## HIGHER GRADE AND FIRST PAPER FOR HONOURS GRADE.

Thursday, 16th June. 10 A.M. to 1 P.M.

*Candidates will not receive a certificate unless they reach the necessary standard both in Latin Prose Composition and in Translation.*

## 1. Translate into Latin :—

I find it recorded that Pericles went in person to conquer the faithless Euboea, and that before sailing to attack the island he warned the Athenians against an inconsiderate parsimony, which ends too often in fruitless expenditure. He told them plainly that Euboea was capable of a protracted and obstinate resistance; and admonished them that, whatever reverses the arms of Athens might experience, they should continue the war, and that whoever should counsel the separation of Euboea should be declared guilty of treason, and capitally punished. "For if Thebes," said he, "in a future war should take possession of this productive country, and block up the passage of the Euripus, she would gain an advantage over us from which we would never recover. Losses, defeats, inadequate supplies, may tempt her; she would always have Sparta for an ally. But give me now fifty galleys and five thousand men, and Euboea shall fall before Sparta can come to her assistance."

## 2. Translate into English :—

- (1) Cur igitur festum Veneris Vinalia dicant  
quaeritis, et quare sit Iovis ista dies?  
Turnus, an Aeneas, Latiae gener esset Amatae,  
bellum erat. Etruscas Turnus adorant opes.  
Clarus erat, sumptisque ferox Mezentius armis:  
et vel equo magnus, vel pede maior erat.  
Quem Rutuli Turnusque suis adsciscere tentant  
partibus. Haec contra dux ita Tuscus ait:  
'Stat mihi non parvo virtus mea. Vulnera testor,  
armaque, quae sparsi sanguine saepe meo.  
Qui petis auxilium, non grandia divide mecum  
praemia, de lacubus proxima musta tuis.  
Nulla mora est operi: vestrum dare, vincere nostrum est;  
Quam velit Aeneas ista negata mihi!'

(2) Romae haud minus terroris ac tumultus erat quam fuerat biennio ante, cum castra Punica obiecta Romanis moenibus portisque fuerant: neque satis constabat animis, tam audax iter consulis laudarent vituperarentne: apparebat—quo nihil iniquius est—ex eventu famam habiturum. Castra prope Hannibalem hostem relicta sine duce, cum exercitu cui detractum foret omne quod roboris, quod floris fuerit; et consulem in Lucanos ostendisse iter, quum Picenum et Galliam peteret, castra relinquente nulla alia re tutiora quam errore hostis, qui ducem inde atque exercitus partem abesse ignoraret. Quid futurum, si id palam fiat, et aut insequi Neronem cum sex millibus armatorum profectum Hannibal toto exercitu velit, aut castra invadere praedae relicta sine viribus, sine imperio, sine auspicio? veteres eius belli clades, duo consules proximo anno interfecti terrebant:

et ea omnia accidisse, cum unus imperator, unus exercitus hostium in Italia esset: nunc duo bella Punica facta, duos ingentes exercitus, duos prope Hannibales in Italia esse.

3. Translate into Latin :—

- (1) I am so far from admiring him that I shall try to injure him as much as possible.
- (2) He said that if he had done this earlier the city would easily have been saved.
- (3) The more I see of him the less I like him.

And construct sentences exhibiting the following words with their proper meanings and constructions :—

*quominus, quippe qui, quotus, invideo, quamquam, simulatque, quisquam, consulo.*

4. Answer *one* of the following questions, not both :—

- (1) Give a very short account of the causes of the First and Second Punic Wars respectively, with the names and dates of the principal battles fought in each.
- (2) Enumerate the different *comitia* known to the Roman constitution, explain very shortly the constitution of each, the mode of voting employed, and state the main functions exercised by each during the days of the Republic.

## LATIN.

### HONOURS. SECOND PAPER.

Thursday, 16th June. 2 to 5 P.M.

1. Translate into Latin :—

He who has once stood beside the grave to look back upon the companionship for ever closed, feeling how impotent there are the wild love and the keen sorrow to give one instant's peace to the pulseless heart, or to atone in the lowest measure to the departed spirit for the hour of unkindness, will scarcely, for the future, incur the debt to the heart which can only be discharged to the dust.

2. Translate into English :—

Dum trahitur pendetque iugis, hunc lata retectum  
 lanæa consequitur rumpitque infixâ bilicem  
 lorica et summum degustat vulnere corpus.  
 Ille tamen clipeo obiecto conversus in hostem  
 ibat, et auxilium ducto mucrone petebat:  
 cum rota præcipitem et proeorsu concitus axis  
 impulit effunditque solo, Turnusque secutus  
 imam inter galeam summi thoracis et oras  
 abstulit ense caput, truncumque reliquit arena.

## 3. Translate :—

Quid refert, vivas numerato nuper an olim ?  
 Emptor Aricini quondam Veientis et arvi  
 emptum cocnat olus, quamvis aliter putat ; emptis  
 sub noctem gelidam lignis calefactat aënum ;  
 sed vocat usque suum, qua populus adsita certis  
 limitibus vicina refugit iurgia : tamquam  
 sit proprium quiddam, puncto quod mobilis horae  
 nunc prece, nunc pretio, nunc vi, nunc morte suprema  
 permutet dominos et cedat in altera iura.  
 Sic, quia perpetuus nulli datur usus, et heres  
 heredem alterius velut nuda supervenit undam,  
 quid vici prosunt aut horrea ? quidve Calabris  
 saltibus adiecti Lucani, si metit Orcus  
 grandia cum parvis, non exorabilis auro ?

## 4. Translate :—

Quid autem agebatur, nisi ne deleri et everti rempublicam  
 funditus velles, quum te neque principes civitatis rogando, neque  
 maiores natu monendo, neque frequens senatus agendo, de vendita  
 atque addicta sententia demovere potuit ? Tum illud, multis  
 rebus ante tentatis, necessario tibi vulnus inflictum, quod paucis  
 ante te : quorum incolumis fuit nemo. Tum contra te dedit  
 arma hic ordo consulibus reliquisque imperiis et potestatibus :  
 quae non effugisses, nisi te ad arma Caesaris contulisses.

## 5. Translate :—

Pulso Tarquinio, adversum patrum factiones multa populus  
 paravit tuendae libertatis, et firmandae concordiae : creatique  
 decemviri, et accitis quae usquam egregia compositae duodecim  
 tabulae, finis aequi iuris. Nam seentae leges, etsi aliquando in  
 maleficos ex delicto, saepius tamen dissensione ordinum et  
 apiscendi illicitos honores, aut pellendi claros viros, aliaque ob  
 prava, per vim latae sunt. Hinc Gracchi et Saturnini, turba-  
 tores plebis ; nec minor largitor nomine senatus Drusus ; corrupti  
 spe, aut inlusi per intercessionem socii. Ac ne bello quidem  
 Italico, mox civili, omissum, quin multa et diversa sciscerentur :  
 donec L. Sulla dictator, abolitis vel conversis prioribus, cum  
 plura addidisset, otium ei rei haud in longum paravit.

## 6. Explain and illustrate the meaning and construction of the words italicised in the following passages :—

- (1) Quoque minus dubites, *sic* has deus aequoris artes  
*Adiuvet, ut nemo iam dudum litore in isto,*  
 Me tamen excepto, nec femina *constitit* ulla.
- (2) *Sunt qui non habeant, est qui non curat* habere.
- (3) Alii thoracas aenos  
 Aut levis ocreas *lento ducunt argento.*
- (4) Ipsae inter se legiones octava et quatuordecima ferrum  
*parabant, ni miles nonanus preces et minas interiecisset.*
- (5) *Blandum* et auritas. fidibus canoris  
*Ducere quereus.*
- (6) *Macie esto virtute,* puer.



(7) *Ingemescunt pugiles non quod doleant, sed quia profundenda voce omne corpus intenditur, venitque plaga vehementior.*

(8) *Nec vox hominem sonat.*

7. Scan the following lines :—

(1) *Effugc, ait, ripas ; dicta refertque Iovis.*

(2) *Quique vos bobus veneratur albis.*

(3) *Nympha decus fluviorum animo gratissima nostro.*

(4) *Vel occidentis usque ad ultimum sinum.*

8. Answer one (not both) of the following questions :—

(1) Give a very short account of any four Roman authors (two poets and two prose writers) ; giving, in each case, the full name, the birthplace, date of birth and death, list and subjects of principal works, with their approximate dates if you can.

(2) Give, very shortly, an estimate of the causes which were at work from the time of Caius Gracchus onwards tending to the destruction of the old Roman Commonwealth, and leading towards Monarchy.

## GREEK.

### LOWER GRADE.

Friday, 17th June. 10 A.M. to 12.30 P.M.

1. Translate :—

ὄστω δὲ ὁ Κῦρος καταθεὶς τὰ ὄπλα εἰς τὸ μέσον καὶ συγκαλέσας πάντας τοὺς Περσῶν στρατιῶτας ἔλεξε τοιαύδε· ἄνδρες Πέρσαι, ὑμεῖς καὶ ἔφυτε ἐν τῇ αὐτῇ ἡμῖν καὶ ἐτράφητε, καὶ τὰ σώματά τε οὐδὲν ἡμῶν χείρονα ἔχετε, ψυχάς τε ὑμῖν προσήκει οὐδὲν χείρονας ἡμῶν ἔχειν. τοιοῦτοι δ' ὄντες ἐν μὲν τῇ πατρίδι οὐ μετείχετε τῶν ἴσων ἡμῖν. νῦν δὲ ὅπως μὲν ταῦτα ἔξετε, ἐμοὶ μελήσει σὺν τοῖς θεοῖς· ἔξεστι δ' ὑμῖν, εἰ βούλοισθε, λαβόντας ὄπλα, οἷάπερ ἡμεῖς ἔχομεν, εἰς τὸν αὐτὸν ἡμῖν κίνδυνον ἐμβαίνειν, καὶ ἂν τι ἐκ τούτων καλὸν κάγαθὸν γίγνηται, τῶν ὁμοίων ἡμῖν ἀξιοῦσθαι. τί οὖν ἂν ἐν ταῦτοις ἕτερος ἐτέρου διαφέρει ἡμῶν πλὴν τόλμη; ἢ οὐδὲν ὑμῖν ἦττον προσήκει ἡμῶν \* ὑποτρέφεσθαι. νίκης τε γὰρ ἐπιθυμεῖν, ἢ τὰ καλὰ πάντα καὶ τὰ ἀγαθὰ κτᾶται. τε καὶ σφῆζει, τί μᾶλλον ἡμῖν ἢ ὑμῖν προσήκει; κράτους τε, ὃ πάντα τὰ τῶν ἡττόνων τοῖς κρείττοσι δωρεῖται. τί εἰκὸς ἡμᾶς μᾶλλον ἢ καὶ ὑμᾶς τούτου δεῖσθαι;

\* ὑποτρέφεσθαι “to cherish secretly.”

Parse συγκαλέσας, ἔφυτε, ἐτράφητε, χείρονα, τόλμη, κτᾶται.

## 2. Translate into Greek :—

- (1.) Who are these strangers who stand before me?
- (2.) Acquire (κεκτηῖσθαι) all these things, and do what you please with them. (χρῆσθαι, "to do with").
- (3.) Herodotus tells about small men, who were black in colour (χρῶμα), whom we call Pygmies (Πυγμαῖτι).
- (4.) What is your object in going to school?
- (5.) His father fell ill (νοσεῖν), and died in a few days.
- (6.) So long as we live we must work (πονεῖν).

## 3. Give the gender, the genit. and dat. sing., and the accusat. plur. of :

ὄστέον, ἐλπίς, ὄρυ, ἄλις, ὄδους, κέρδος, πατρίς, θρίξ, βέλος, ταμίαις.

Parse : ἴλω, ὄγυᾶ, οἶ, αἰδοῖ, ἠθεῖα, πήχεσι, Δωριεῖς.

Decline in full : ὁ ψευδῆς κλέπτης, ὁ πρῶος βοῦς.

Parse : ἦρει, ἐρρήθη, πιθοῦ, ὑπέσχον, φανεῖεν, ἀπαλλαγῶσι, πεσοῦσι, ἔσταντε, παρέντα, λήσετε and give the first pers. sing. fut. indic. act. and midd. (where both forms are in use), and perf. indic. act. of the verbs from which they come.

Give the principal tenses of : βέω, ὀρύσσω, τείνω, ὄμνυμι, θάπτω, δέχομαι, οἴγγυμι, πάσχω, μάχομαι, ἐγείρω.

Give the comparat. and superl. of : αἰσχρός, πλησιός, μακρός, μάκαρ, ὑψηλός, σωφρόνας, ταχέως, ἐγγύς, εὔ, πολύ.

## GREEK.

## HIGHER GRADE AND FIRST PAPER FOR HONOURS GRADE.

Friday, 17th June. 10 A.M. to 1 P.M.

*Candidates will not receive a certificate unless they reach the necessary standard both in Grammar and in Translation.*

## 1. Translate :—

Τοῖς δὲ νομίξουσι παιδείας τε τῆς ἀρίστης τετυχηκέναι καὶ μέγα φρονούσιν ἐπὶ σοφίᾳ ὡς προσεφέρετο,\* νῦν διηγήσομαι. καταμαθὼν γὰρ Εὐθύδημον, τὸν καλόν, γράμματα πολλὰ συνειλεγμένον ποιητῶν τε καὶ σοφιστῶν τῶν εὐδοκιματάτων, καὶ ἐκ τούτων ἦδη τε νομίζοντα διαφέρειν τῶν ἡλικιωτῶν ἐπὶ σοφίᾳ καὶ μεγάλας ἐλπίδας ἔχοντα πάντων διόσειν τῷ δύνασθαι λέγειν τε καὶ πράττειν, πρῶτον μὲν, αισθανόμενος αὐτὸν διὰ νεότητα οὕτω εἰς τὴν ἀγορὰν εἰσιόντα, εἰ δὲ τι βούλοιο διαπράξασθαι, καθίζοντα εἰς ἡνιοποιεῖον† τι τῶν ἐγγύς τῆς ἀγορᾶς, εἰς τοῦτο καὶ αὐτὸς ἦει τῶν μεθ' αὐτοῦ τινος ἔχων. Καὶ πρῶτον μὲν κωφανομένου τινός, ὅτερον Θεμιστοκλῆς διὰ συνουσίαν τινὸς τῶν σοφῶν ἢ φύσει τοσοῦτον διήνεγκε τῶν πολιτῶν, ὥστε πρὸς ἐκείνον ἀποβλέπειν τὴν πόλιν, ὅπτε σπουδαῖον ἀνδρὸς δεηθείη, ἰ Σωκράτης, βουλόμενος κινεῖν τὸν Εὐθύδημον, εἵθετος ἔφη εἶναι τὸ οἶσθαι τὰς μὲν ἕλιγου ἀξίας τέχνας μὴ γίνεσθαι σπουδαίους ἄνευ διδασκάλων ἰκανῶν, τὸ δὲ προστάναι πόλεως, πάντων ἔργων μέγιστον ὄν, ἀπὸ ταυτομάτου παραγίγεσθαι τοῖς ἀνθρώποις.

\* προσφέρεσθαι, "to behave oneself."

† ἡνιοποιεῖον, "saddler's shop."

## 2. Translate one of the following passages :—

(a) Τὸν δὲ μέγ' ὀχθήσας προσέφη πόδας ὠκὺς Ἀχιλλεύς·  
 ὦ μοι, διογενὲς Πατρόκλεες, οἷον ἔειπες·  
 αὐτὲ θεοπροπίης ἐμπάζομαι, ἦντινα οἶδα,  
 οἴτε τί μοι πὰρ Ζητὸς ἐπέφραδε πότνια μήτηρ·  
 ἀλλὰ τὸδ' αἶνον ἄχος κραδίην καὶ θυμὸν ἰκάνει,  
 ὅπποτε δὴ τὸν ὁμοῖον ἀνὴρ ἐθέλησιν ἀμέρσαι,\*  
 καὶ γέρας ἄψ ἀφελέσθαι, ὃ τε κράτει προβεβήκη·  
 αἶνον ἄχος τό μοι ἔστιν, ἐπεὶ πάθον ἄλγεα θυμῷ.  
 κούρην ἦν ἄρα μοι γέρας ἔξελον νῆες Ἀχαιῶν,  
 δοῦρι δ' ἐμῷ κτεάτισσα, πόλιν εὐτείχεα Πέρσας,  
 τὴν ἄψ ἐκ χειρῶν ἔλετο κρείων Ἀγαμέμνων  
 Ἀτρείδης, ὡς εἴ τιν' ἀτίμητον μετανάστην.†  
 ἀλλὰ τὰ μὲν προτετύχθαι ἐάσομεν· οὐδ' ἄρα πᾶς ἦν  
 ἀσπερχὲς κεχολῶσθαι ἐνὶ φρεσίν.

\* ἀμέρσαι, “to despoil.” † μετανάστης, “a sojourner.”

(b) Ἐπεὶ γὰρ μέντοι λευκόπῳλος ἡμέρα  
 πᾶσαν κατέσχε γαῖαν εὐφραγῆς ἰδεῖν,  
 πρῶτον μὲν ἦχῃ κέλαδος Ἑλλήνων πάρα  
 μολπηδὸν εὐφήμησεν, ὄρθιον δ' ἄμα  
 ἀντηλάλαξε \* νησιώτιδος πέτρας  
 ἦχώ· φόβος δὲ πᾶσι βαρβάρους παρῆν  
 γνώμης ἀποσφαλεῖσιν· οὐ γὰρ ὡς φυγῆ  
 παιᾶν ἐφύμνον σεμνὸν Ἑλλήνες τότε,  
 ἀλλ' ἐς μάχην ὀρμῶντες εὐψύχῳ θράσει.  
 σάλπιγγ' δ' αὐτῇ πάντ' ἐκεῖν' ἐπέφλεγεν·  
 εὐθύς δὲ κόπης βοθιάδος ξυμβολῆ  
 ἔπεισαν ἄλμην βρύχιον † ἐκ κελύσματος,  
 θοῶς δὲ πάντες ἦσαν ἐκφανεῖς ἰδεῖν.

\* ἀνταλαλάζειν, “to return a cry.”

† ἄλμη βρύχιος, “the salt-water in its depths.”

## 3. Translate into Greek :—

- (1) Do not say few things in many words but many things in few words.
- (2) We agreed with (ὁμολογεῖν) Socrates, who said that it was better to suffer wrong than to do wrong (ἀδικεῖν).
- (3) Each time when dinner (δεῖπνον) was served (προκειῖσθαι) to Darius, a servant thrice said, “Master, remember the Athenians.”
- (4) The Lacedæmonians did not cease fighting with my country till they had made themselves supreme by land and sea.
- (5) He burnt down (κατακαίειν) the villages (κώμη) in order to let the others know what they should suffer if they did not obey.

## 4. Correct the Greek of :—

- (1) Οὐ νουθετέομεν τοῖς μαθηταῖς εἰ μὴ δέη.

(2) Ὁ βασιλεὺς Περσέων Καμβίσης ταῦτά σοι διδάσσει, ἀ καὶ αὐτὸς μάλιστα ἤδεται χρᾶσθαι.

(3) Ἀναστήσαντος τοῦ Ξενοφάντος καὶ ἐρωτοῦντος τι καλὴν ἐκεῖ ἵεναι, εἶπεν ὁ Χειρίσοφος· αὐτὴ πάροδος καλλιστέρα ἐστίν.

(4) Ἀπὸ σοῦ ἀκούουσιν ὅτι τῆς πολέως ἡ στρατιὰ ἐξέρχεται ("will go out"), ἐπειδὴ τῷ στρατηγῷ οὕτω δόξει.

5. (a) Give the stem, genit. sing. and aecus. plur. of *λάγως*, *πείθω*, *λέων*, *ναύτης*, *κάρα*, *πέλεκυς*, *δῶρυ*, *γένος*, *Πέρσης*, *γονεύς*, *χαριεῖς*.

Form the nominat. sing. and plur. from the following stems:—  
*πολιτιδ-*, *γενεσ-*, *τιμα-*, *δαρω-*, *πατερ-*, *ἐριδ-*.

(b) Write out in full the imperf. indie. of *εἶμι* and *εἶμι*.

Account for the augment in *εἶπον*, *ἦγε*, *εἶπε*, *εἶθιζον*, *ἔσχε*, *εἶλε*.

Parse *ἄφετε*, *ἀρεῖτε*, *διενεχθῆναι*, *διάκεισαι*, *πέπλεχθε*, *ἀνέφρον*, *ἐμαχέσω*, *χαριῶνται*, *ἀφίχθε*, *ἐρρώσθη*, *ἄραρε*, *κιχῆναι*, *ἀνηλώθη*, *ὄναιο*.

## GREEK.

### HONOURS.—SECOND PAPER.

Friday, 17th June. 2 P.M. to 5 P.M.

#### 1. Translate:—

(1) Ξυνέβη δὲ αὐτοῖς, ὥστε βῶν ἐκ τῆς Πελοποννήσου στρατὸν ἐξαγαγεῖν, ἢ τῶν Λακεδαιμονίων ἐν πῶ παρόντι κακοπραγία. Τῶν γὰρ Ἀθηναίων ἐγκειμένων τῇ Πελοποννήσῳ καὶ οὐχ ἦκιστα τῇ ἐκείνων γῆ, ἠλπιζόν ἀποστρέφαι αὐτοὺς μάλιστα, εἰ ἀντιπαραλυποῖεν πέμφαντες ἐπὶ τοὺς ξυμμάχους αὐτῶν στρατιάν, ἄλλως τε καὶ ἐτοίμων ὄντων\* τρέφειν τε καὶ ἐπὶ ἀποστάσει σφᾶς ἐπικαλουμένων. καὶ ἅμα τῶν Εἰλωτῶν βουλομένους ἦν ἐπὶ προφάσει ἐκπέμψαι, μὴ τι πρὸς τὰ παρόντα τῆς Πύλου ἐχομένης νεωτερίσωσιν. ἐπεὶ καὶ τότε ἐπραξάν, φοβούμενοι αὐτῶν τὴν νεότητα καὶ τὸ πλῆθος· (ἀεὶ γὰρ τὰ πολλὰ Λακεδαιμονίους πρὸς τοὺς Εἰλωτας τῆς φυλακῆς πέρι μάλιστα καθεστήκει) προεῖπον αὐτῶν ὅσοι ἀξιούσιν ἐν τοῖς πολεμίοις γεγενῆσθαι σφίσι ἀριστοὶ, κρίνεσθαι, ὡς ἐλευθερώσοντες, πείραν ποιούμενοι καὶ ἠγούμενοι τούτους σφίσι ἐπὶ φρονήματος, ὅπερ καὶ ἠξίωσαν πρῶτος ἕκαστος ἐλευθεροῦσθαι, μάλιστα ἂν καὶ ἐπιθέσθαι. καὶ προκρίναντες ἐς δισχιλίους οἱ μὲν ἐστεφανώσαντό τε καὶ τὰ ἱερά περιῆλθον ὡς ἠλευθερωμένοι, οἱ δὲ οὐ πολλῶ ὕστερον ἠφάνισάν τε αὐτοὺς καὶ οὐδεὶς ἦσθετο ὅτῳ τρέπῳ ἕκαστος διεφθάρη.

\* ἐτοίμων ὄντων sc. τῶν ξυμμάχων.

(2) ἀκούω δ' αὐτὸν λέγειν, ὡς, εἴ τι ἦν ἀδίκημα τὸ μὴ παραγεέσθαι ἐν ἐκείνῳ τῷ καιρῷ, νόμος ἂν ἔκειτο περὶ αὐτοῦ διαβρῆθην, ὥσπερ καὶ περὶ τῶν ἄλλων ἀδικημάτων. οὐ γὰρ οἶεται ὑμᾶς γνῶσεσθαι ὅτι διὰ τὸ μέγεθος τοῦ ἀδικήματος οὐδεὶς περὶ αὐτοῦ ἐγράφη νόμος. τίς γὰρ ἂν ποτε βήτωρ ἐνεθυμήθη ἢ νομοθέτης ἠλπισεν ἀμαρτήσεσθαι τινα τῶν πολιτῶν τοσαύτην ἀμαρτίαν; οὐ γὰρ ἂν δή ποτε, εἰ μὲν τις λίποι τὴν τάξιν μὴ αὐτῆς τῆς πόλεως ἐν κινδύνῳ οὕσης ἀλλ' ἐτέρους εἰς τοῦτο καθιστάσης, ἐτέθη νόμος ὡς μεγάλη

ἀδικαῦντος· εἰ δὲ τις αὐτῆς τῆς πόλεως ἐν κινδύνῳ οὕσης λίποι τὴν πόλιν αὐτήν, οὐκ ἂν ἄρα ἐτέθη· σφόδρα γ' ἂν, εἴ τις φήθη τινὰ τῶν πολιτῶν ἀμαρτήσεσθαι τι τοιοῦτόν ποτε.

2. For Greek prose:—

Pizarro had recourse to arts which he had formerly practised with success; and Almagro was again weak enough to suffer himself to be amused with a prospect of terminating their differences by some amicable accommodation. By varying his overtures and shifting his ground as often as it suited his purpose, sometimes seeming to yield everything which his rival could desire, and then retracting all that he had granted, Pizarro dexterously protracted the negotiation to such a length, that, though every day was precious to Almagro, several months elapsed without coming to any final agreement.

3. Express in Greek:—

- (1) Utinam adsit: utinam adesset.
- (2) Quid faciam? quid facerem?
- (3) Non habeo quid dicam: non habebam quid dicerem.
- (4) Miserunt qui nuntiaret.
- (5) Nemo erat qui non putaret.
- (6) Ne aliter feceris.
- (7) Timeo ne peccaverim.
- (8) Patria est ubicunque est bene.
- (9) Studium ridicula dicendi.
- (10) Si quaeris bene, invenies.

4. Narrate, briefly, the part taken by Thebes (1) in the Persian wars; (2) under the guidance of Epaminondas; (3) in the struggle against Philip of Macedon.

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## FRENCH.

### LOWER GRADE.

Wednesday, 15th June. 10 A.M. to 12.30 P.M.

*Candidates must, in all cases, answer Questions 1, 2, 3, 4 (Section I), and should try one question from each of the other sections.*

### SECTION I.

1. Translate into English:—

- (a) Le vieux matelot<sup>1</sup> ressemble au vieux laboureur.<sup>2</sup> Leurs moissons<sup>3</sup> sont différentes, il est vrai: le matelot a *mené* une vic errante, le laboureur n'a jamais *quitté* son champ; mais ils *connaissent* également les étoiles et prédisent l'avenir en creusant leurs sillons.<sup>4</sup> Ils *se retirent*

le soir, celui-ci dans sa cabine, celui-là dans sa chaumière ;  
frères demeures, où l'ouragan<sup>5</sup> qui les ébranle n'agit point  
des consciences tranquilles.

CHÂTEAUBRIAND.

<sup>1</sup> Seaman ; <sup>2</sup> husbandman ; <sup>3</sup> harvests ; <sup>4</sup> furrows ; <sup>5</sup> hurricane.

(b) *The last letter and end of Roucher.*

“Vous voulez *savoir*, ma bonne amie, quelle est la situation de mon âme après neuf mois de captivité. Eh bien ! toujours à peu près la même, sans espérance et sans désespoir. ‘La patience,’ dit un proverbe anglais, ‘est une plante qui ne *croît* pas dans le jardin de tout le monde.’ Pour moi, je l’ai transplantée dans le mien, et c’est à force de soins et de culture que je parviens à l’y conserver, si non dans une forte et abondante végétation, du moins dans un état qui la *laisse* dans son entier.” L’heure suprême approchait. Il *fit* faire par un de ses compagnons son portrait destiné à sa femme, à ses enfants et à ses amis, puis il y traça les vers suivants :—

Ne vous étonnez pas, objets sacrés et doux,  
Si quelque air de tristesse obscurcit mon visage.  
Quand un savant crayon dessinait cette image,  
On dressait l’échafaud et je pensais à vous.

DE BROG.

- Distinguish between—(a) *un vieux matelot* and *un ancien matelot* ; (b) *mener*, *amener*, and *emmener* ; (c) *quitter* and *laisser* ; (d) *connaître* and *savoir* ; and give the feminine and plural of *celui*.
- Give the Imperative, *in full*, and two participles of *savoir*, *croître*, *mener*, *se retirer*, *fit*.
- Translate into French :—

A traveller, on his way to Italy, found himself in a village, at the foot of the Alps; where the inhabitants had each a *large excrescence depending from the chin*,\* which they looked upon as the greatest ornament of the human visage. It was Sunday. A country church was at hand, and our traveller was willing to perform the duties of the day. Upon his first appearance at the church door, the eyes of all were naturally fixed upon the stranger; but what was their amazement, when they saw that he actually wanted that emblem of beauty, a *pursed chin*!† There was a general, though suppressed laughter; even the pastor, equally remarkable for his gravity and chin, could hardly refrain joining in the good humour. Our traveller could no longer patiently continue to remain silent. “Good folks,” said he, “I perceive that I am the unfortunate cause of all this good humour. It is true, I may have faults in abundance; but I shall never be induced to reckon my want of a swelled face “among the number.”

O. GOLDSMITH.

\* *Une loupe au menton.*

† *Un menton loupeux.*

## SECTION II.

- With what classes of verbs are the auxiliaries *avoir* and *être*, respectively, used in French? Give an example illustrating each case, and distinguish between the different meanings of the neuter verb *convenir*, according as its auxiliary is *avoir* or *être*.

6. How do you distinguish in French (a) *I write*, from *I am writing*?  
(b) *I had finished*, from *I had just finished*? (c) *it is done*, from  
*it is being done*?
7. State the rules for the agreement (a) of French compound adjectives,  
such as *light-grey*, *dark-brown*; (b) of substantives used adjecti-  
vely, e.g. *orange*, *cherry* (colour).
8. Translate into French:—  
(a) The twenty-first of February, eighteen hundred and sixty-  
nine.  
(b) He will give it to her to-day.  
(c) Why did she not give it him?  
(d) Have you any sisters? Yes, I have one.  
(e) I have seen your friends, have you seen mine?
9. State the rule as to the possessive adjective or pronoun which  
follows *chacun*, and translate into French:—  
(a) They gave money to the poor, each according to his means.  
(b) They had each their dog.

## SECTION III.

10. Translate:—  
(a) The day before yesterday, this day week, this day fortnight,  
a week ago, Christmas Day, Easter Sunday, New Year's Day;  
(b) Her Most Gracious Majesty the Queen of the United King-  
dom of Great Britain and Ireland, Empress of India; (c) some-  
where, elsewhere, no matter where, everywhere, nowhere,  
wherever you like.
11. Translate:—  
(a) My godmother is a near relative of ours; (b) the year one  
thousand eight hundred and ninety-two being a leap year, has  
three hundred and sixty-six days, February having twenty-nine  
days. There will be only two other leap years in the nineteenth  
century, in one thousand eight hundred and ninety six, and in  
one thousand nine hundred; (c) Wednesday, June the fifteenth,  
from 10 A.M. to 12.30 P.M. (*No figures or abbreviations allowed  
in this phrase in French.*)

## SECTION IV.

12. Give the name of a great French writer for the 16th, 17th, 18th,  
and 19th centuries, respectively, with the title and a short  
description of one of the principal works of each.
13. Name the author of each of the following works, and give their  
approximate dates and a short description of their nature:—*Les  
Provinciales*, *Télémaque*, *La Henriade*, *Hernani*.
- Or, 14. Translate the following "commercial terms":—The wool  
trade, the corn market, the stock exchange, a sleeping partner, a  
commission agent, to wind up an account, a cash payment, a bill  
of lading, an invoice, the day-book, the ledger, the cash-book,  
the head of the firm.

15. Write a short business letter, in French, ordering some goods, giving directions for their despatch and stating mode of payment.

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FRENCH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS GRADE.

Wednesday, 15th June. 10 A.M. to 1 P.M.

*Candidates must, in all cases, answer the whole of Questions 1 and 2 Section I.; and should try two questions from each of Sections II., III., and IV. Candidates answering questions from Section V. need not attempt Sections III. and IV.*

SECTION I.

[The *Misanthrope* blames Célimène's flatterers for applauding her satire on their friends.]

1. Translate:—

(a) ALCESTE.—Allons, ferme, poussez, mes bons amis de cour ;  
 Vous n'en épargnez point et chacun a son tour :  
 Cependant aucun d'eux à vos yeux ne se montre,  
 Qu'on ne vous voie en hâte aller à sa rencontre,  
 Lui présenter la main, et d'un baiser flatteur  
 Appuyer les serments d'être son serviteur.

CLITANDRE.—Pourquoi s'en prendre à nous ? Si ce qu'on dit vous  
 blesse,  
 Il faut que le reproche à Madame s'adresse.

ALCESTE.—Non, morbleu ! c'est à vous ; et vos ris complaisants  
 Tirent de son esprit tous ces traits médisants.  
 Son humeur satirique est sans cesse nourrie  
 Par le coupable encens de votre flatterie ;  
 Et son cœur à railler trouverait moins d'appas,  
 S'il avait observé qu'on ne l'applaudit pas.

MOLIÈRE :—*Le Misanthrope.*

(b) *La baie des Trépassés (Bretagne).*

Ce lieu abandonné des humains, où la solitude de la terre se rencontre avec la solitude de l'Océan, est, selon d'antiques légendes, le rendez-vous des âmes en peine. "Le peuple de ces côtes" dit le poète Claudien, entend les gémissements des ombres volant avec un léger bruit. "Il voit passer les pâles fantômes des morts." Selon Procope, les pêcheurs entendent heurter à leur porte à minuit. Ils se lèvent et trouvent sur la plage des barques vides qui se chargent d'hôtes invisibles. Poussés par une force inconnue, les pêcheurs prennent place au gouvernail. Le vent les emporte avec une rapidité étourdissante. Lorsqu'ils touchent à l'île de Bretagne, ils ne voient toujours personne. Mais ils entendent des voix qui appellent les passagers par leurs noms. Les barques s'allègent tout-à-coup ; les âmes sont parties. Selon la tradition chrétienne, encore vivante dans le peuple, la baie des Trépassés est le rendez-vous des âmes des naufragés. Le jour des Morts, on les voit courir sur la lame comme une écume blanchâtre et fugitive, et toute la baie se remplit de voix,



d'appels, de chuchotements. Une touchante imagination populaire fait se rencontrer ici les âmes de ceux qui se sont suicidés par amour et perdus dans la mort. Une fois par an, ils ont le droit de se revoir. Le flux les réunit, le reflux les sépare, et ils s'arrachent l'un à l'autre avec de longs gémissements.

SCHURÉ:—*Les Légendes de la Bretagne.*

2. Translate into French:—

[Meeting of King Louis XI. with the Duke of Burgundy.]

One hardly knows whether to term it<sup>1</sup> a privilege or a penalty annexed to the quality of princes, that, in their intercourse<sup>2</sup> with each other, they are required, by the respect which is due to their own rank and dignity, to regulate their feelings and expressions by a severe etiquette, which precludes all violent and avowed display of passion,<sup>3</sup> and which, but that the whole world are aware that this assumed complaisance is a matter of ceremony, might justly pass for profound dissimulation. The greeting between the two potentates, was, of course, as full of affected kindness and compliment as it was totally devoid of sincerity. Perhaps the most accurate illustration,<sup>4</sup> were it not unworthy two such high potentates, would be, to suppose the king in the situation of a stranger, perfectly acquainted with the habits and dispositions of the canine race, who, for some purpose of his own, is desirous to make friends with a large and surly mastiff,<sup>5</sup> who holds him in suspicion, and is disposed to fly upon him on the first symptoms either of diffidence or of umbrage. The mastiff growls internally, erects his bristles,<sup>6</sup> shows his teeth, yet takes shame to fly upon<sup>7</sup> the intruder, who seems, at the same time, so kind and so confiding, and therefore the animal endures advances which are far from pacifying him, watching at the same time the slightest opportunity which may justify him in his own eyes for seizing his friend by the throat.

Sir W. SCOTT.

<sup>1</sup>To term it=*regarder comme*; <sup>2</sup>intercourse=*rappports*; <sup>3</sup>avowed display of passion=*marque d'émotion ou de colère*; <sup>4</sup>illustration=*comparaison*; <sup>5</sup>mastiff=*mâtin*; <sup>6</sup>erects his bristles=*hérissé les poils*; <sup>7</sup>takes shame to fly upon=*aurait honte de sauter sur*.

SECTION II.

3. State in what particulars the use of the passive voice in French verbs differs from English usage, and translate:—(a) We have been told that this chair must not be removed.—(b) What cannot be cured must be endured. (Give the *proverbial* equivalent of the latter phrase if you can.)
4. State in what particulars the use of the reflexive voice in French verbs differs from English usage, and translate:—(a) They fought bravely, but in the darkness they did not perceive the danger of their position. (b) Did you not remember the order to keep in small groups, and never to crowd all together when walking in the garden?
5. State in what particulars the use of the active voice in French verbs differs from English usage, and translate:—(a) You will please your mother if you listen to your father and obey him, whom you will succeed one day. (b) Never trust a man who slanders another.

6. Give the Indicative present in full, and the third person singular of the imperfect Subjunctive of: *prédire, convaincre, faillir, surseoir, épousseter, s'ennuyer*.
7. When are *à le, de le, à les, de les*, used in French? When are *au, du, aux, des*, used? Form short French sentences, illustrating your answers.
8. When are the objective pronouns *me, te, lui* (masculine and feminine), used in French? When are *moi, toi, lui* (masculine and feminine), used? When are *à moi, à toi, à lui, à elle*, used? Form short sentences, illustrating your answers.

## SECTION III.

## PHILOLOGY.

9. What is meant by Low Latin (otherwise called *lingua Latina rustica*)? Give proofs that the French language, like the other Romance languages, is developed from Low Latin and not from classical Latin, and state when the classical Latin element was added to the old French language.
10. Distinguish between (a) nouns derived from verbs, (b) verbs derived from nouns, in the following words, and account for this double formation:—*achat, acheter; accueil, accueillir; manœuvre, manœuvrer; voiture, voiturier*.
11. Write, in modern French:—*Quelz homs qu'il soit ne a esté, il est chi venus sus mon sauf conduit.—Froissard. Si preict Dieu que pareis li dunget.—Chanson de Roland.*
12. How do you account for the fact that Latin abstract nouns in *or* have become feminine in French? Are there any exceptions?

## SECTION IV.

## LITERATURE.

13. State what you know of the French *Pléiade*, and what traces of their influence remain in modern French literature.
14. Compare one of the principal plays of Molière with a modern French comedy, and mark their principal typical differences.
15. What are the distinguishing features of Voltaire's and J. J. Rousseau's prose writings, and what influence have those works respectively exercised on modern French writers?
16. Give the origin of the following quotations, and translate them into English:—
  - (a) A vaincre sans péril on triomphe sans gloire.
  - (b) Je me hâte de rire de tout de peur d'être obligé d'en pleurer.
  - (c) L'ami du genre humain n'est point du tout mon fait.
  - (d) Qui vit sans folie n'est pas si sage qu'il croit.
  - (e) Rien n'est si dangereux qu'un ignorant ami, Mieux vaudrait un sage ennemi.

## SECTION V.

## COMMERCIAL FRENCH.

Candidates having answered Questions from Sections III. and IV., need not answer this Section. Satisfactory answers to the following three Questions will be accepted *as equivalent* to Sections III. and IV.

17. Explain the meaning of the following expressions:—"change on Paris, 25·22; on Lyons, 99 $\frac{3}{4}$ ;" "3 per cent. closed yesterday at 83·32 $\frac{1}{2}$ , and opened to-day at 83·45." "The home markets;" "foreign markets;" "free trade;" "customs union;" "protectionist tariffs;" "the most favoured nation clause in commercial treaties."
18. Translate the following letter, and convert the French amounts into English money *at par* :—

"Gentlemen,—We beg to acknowledge receipt of your favours of the 2nd and 5th inst., covering:—

Fes.	658·40 at sight.
„	1233·20 due 20th inst.
„	1658·40 for collection.

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3550

Together with 250*l.* on London at eight days' sight, the sale of which will suffer no delay.

"You will find herewith your remittance of Fes. 4,760 at fifteen days' sight on Paris, which we have been unable to get accepted on account of its not being endorsed. Be good enough to return it in course of post, that its maturity may not be delayed.—Yours faithfully,  
B. B."

19. Translate into English the following letter, and *answer it in French*, giving an order, stating mode of despatch and payment, &c. :—

"Nous avons l'honneur de vous informer qu'une grande vente de bois de teinture aura lieu aux enchères aux docks le 2 du mois prochain. Ce sera la dernière vente publique de cette nature, cette année. Vous savez que le marché étant encombré les prix actuels des bois de Campêche et de fustet sont bien au dessous de la moyenne, ce qui pourrait vous décider à augmenter votre stock pour la saison, car il est très probable qu'une hausse ne tardera pas à se produire. Nous serons heureux d'exécuter soigneusement les ordres dont il vous plaira de nous favoriser, en nous fixant vos limites de prix et de qualité.

"Agréez, Monsieur,

"Nos sincères salutations."

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FRENCH.

HONOURS.—SECOND PAPER.

Wednesday, 15th June. 2 P.M. to 5 P.M.

*Candidates must, in all cases, answer Question 1, and part of Question 2.*

## SECTION I.

## 1. Translate :—

(a) The young Marius represented an ancient family whose estate had come down to him much curtailed through the extravagance of a certain Mareellus, two generations before, a favourite in his day of the fashionable world at Rome, where he had at least spent his substance with a correctness of taste, which Marius might seem to have inherited from him: as he was believed also to resemble him in a singularly pleasant smile, consistent, however, in the younger face, with some degree of sombre expression when the mind within was but slightly moved.

As the means of life decreased, the farm had crept nearer and nearer to the dwelling-house, about which there was therefore a trace of work-day negligence or homeliness, not without its picturesque charm for some, for the young master himself among them. But it was something more than an elegant diversion, something more of a serious business, with the household of Marius, and his actual interest in the cultivation of the earth and the care of flocks had brought him, at least, intimately near to those elementary conditions of life, a reverence for which the great Roman poet, as he has shown by his own half-mystic pre-occupation with them, held to be the ground of primitive Roman religion, as of primitive morals.

W. PATER.

- (b) He had been at death's door in London.
- (c) They both enlisted, and passed five years with the colours.
- (d) Birds of a feather flock together.
- (e) It is difficult to find time to keep abreast of all that concerns one's country.
- (f) She longed to make it up with him.
- (g) He cannot have earned enough to pay his way.
- (h) Do not steal a march upon him: let him know in time.

## SECTION II.

## 2. Translate into English :—

(a) Je retombe volontiers sur ce discours de l'ineptie de notre institution: elle a eu pour sa fin de nous faire, non bons et sages mais sçavants; elle y est arrivée: elle ne nous a pas appris de suyvre et embrasser la vertu et la prudence, mais elle nous en a imprimé la derivation et l'etymologie; nous sçavons decliner vertu, si nous ne sçavons l'aymer; si nous ne sçavons que c'est que prudence par effect et par experience, nous le sçavons par jargon et par cœur.

MONTAIGNE.

(b) D'où vient qu'un boiteux ne nous irrite pas, et un esprit boiteux nous irrite? A cause qu'un boiteux reconnaît que nous allons droit, et qu'un esprit boiteux dit que c'est nous qui boitons, sans cela nous en aurions pitié et non colère.

PASCAL.

- (c) Je puis choisir, dit-on, ou beaucoup d'ans sans gloire, Ou peu de jours suivis d'une longue mémoire. Mais puisqu'il faut enfin que j'arrive au tombeau, Voudrais-je de la terre inutile fardeau,

Trop avare d'un sang reçu d'une déesse,  
 Attendre chez mon père une obscure vieillesse ?  
 Et toujours de la gloire évitant le sentier  
 Ne laisser aucun nom et mourir tout entier ?  
 Ah ! ne nous formons point ces indignes obstacles ;  
 L'honneur parle, il suffit : ce sont là nos oracles.  
 Les dieux sont de nos jours les maîtres souverains :  
 Mais, Seigneur, notre gloire est dans nos propres mains.

RACINE.

(d) Je suis riche des biens dont je sais me passer.

### SECTION III.

#### PHILOLOGY.

(Not more than three questions to be answered in this section.)

3. Trace historically, and account for (a) the use of the feminine in the phrases : *Il vient de l'échapper BELLE* and *vous me la baillez BONNE* ; (b) the double form *mille, mil* ; (c) the original meaning, and the different modern acceptations of the words *bureau* and *chapelet*.
4. Explain the derivation and meaning of :—*glas, budget, léger, habler, parapet, loge, alouette, vermoulu, aujourd'hui*.
5. Name and describe any of the most ancient French records in existence. If you can, quote from any of them ; or, express in modern French :—  
 “Niule cose non la pouret omque pleier  
 La polle sempre non amast lo Deo menestier.”  
*Cantique de S<sup>te</sup> Eulalie.*
6. “La langue française au XII<sup>e</sup> siècle, entièrement dégagée du latin, a son existence propre, ses règles et son génie.” Prove this statement, and state what remains in modern French of the characteristics of the language in the XII<sup>th</sup> century.
7. State in what particulars the scheme of declension and inflection of nouns in use in old French differed (1) from that in use in Latin (2) from that in modern French. Illustrate by the words *murs, père, home, terres, main*.
8. How did the tonic accent influence the formation of French words compounded from two Latin words ? Illustrate your answer by reference to *trèfle* (noun), *coude* (verb), *maussade* (adjective).

### SECTION IV.

#### LITERATURE.

(Not more than three questions to be answered in this section.)

9. “Mallherbe est de tous les écrivains français celui qui a exercé sur notre langue l'action la plus profonde. A partir de lui et sous son influence le français entre dans une période nouvelle qui n'est pas encore terminée.” Prove this statement.
10. State what you know of any two of the following authors, and name their principal works :—V. Cousin, F. de Lamennais, Châteaubriand, Mérimée, A. Daudet, F. Coppée, La Bruyère, Fénelon.

11. Describe, briefly, the chief characteristics of *one* of the following works, and give its approximate date and its author's name:—  
*Les feuilles d'Automne, Jocelyn, Les Moines d'Occident, Voyage autour de ma Chambre, Paul et Virginie, Le Mariage de Figaro. L'Esprit des Lois, Discours sur l'Histoire Universelle.*
12. Quote, in French, and comment upon any passage from either one of La Fontaine's fables, and one of Molière's plays; or, from one of Racine's tragedies, and one of La Rochefoucauld's *Maximes*.
13. State what you know of the principal metres used in French poetry, and add examples of each.
14. Sketch briefly the history and functions of the French Academy.

## SECTION V.

## COMPOSITION.

15. Develop, in French, *one* of the following thoughts. (The Essay is not to contain less than 20 nor more than 40 lines):—
- “Best men are moulded out of faults.”—SHAKESPEARE.  
 “I am a part of all that I have met.”—TENNYSON.  
 “Peace hath her victories, no less renowned than war.”—MILTON.  
 “The world agrees that he writes well who writes with ease.”—PRIOR.

## ITALIAN.

## HIGHER GRADE.

Monday, 20th June, 2 to 5 P.M.

1. Translate into Italian:—

Few generals have ever been more loved by their soldiers than the great Viscount de Turenne. Troops are always proud of a leader who wins victories, but Turenne was far more loved for his generous kindness than for his successes. If he gained a battle he always wrote in his despatches, “we succeeded,” so as to give the credit to the rest of the army; but if he were defeated, he wrote, “I lost,” so as to take all blame upon himself. He always shared as much as possible in every hardship suffered by his men, and they trusted him entirely. Once in the depth of winter, when some of the younger soldiers complained of the difficulties of the march, the elder ones answered, “Depend upon it, Turenne is more concerned than we are. At this moment he is thinking how to deliver us. He watches for us while we sleep. He is our father. It is plain that you are but young.”

2. Translate into English:—

(A.)

Figliuol mio, dentro da cotesti sassi,  
 Cominciò poi a dir, son tre cerchicetti  
 Di grado in grado, come quei che lassi.  
 Tutti son pien di spirti maledetti:  
 Ma perchè poi ti basti pur la vista,  
 Intendi come e perchè son costretti.

D' ogni malizia ch' odio in cielo acquista,  
 Ingiuria è il fine, ed ogni fin cotale  
 O con forza o con frode altrui contrista.  
 Ma perèhè frode è dell' *uom* proprio male,  
 Più *spiace* a Dio; e però stan di sotto  
 Gli frodolenti, e più dolor *gli* assale.

(B.)

Mitridanes, levatosi, n' *andò* al boschetto, e di lontano *vide* Natan tutto soletto andar passeggiando: e diliberato, avanti che l' assalisse, di volerlo vedere e d' *udirlo* parlare, *corse* verso lui e disse: Vegliardo, tu sei *morto*; al quale niuna altra cosa rispose Natan, se non: Dunque l' ho io meritato. Mitridanes, udita la voce, e nel viso guardatolo, *riconobbe* lui esser colui che benignamente l' avea ricevuto, e fedelmente *consigliato*; per che di presente gli cadde il furore, e la sua ira si convertì in vergogna. Laonde egli, *gittata* via la spada, la qual già per *ferirlo* avea tirata fuori, da caval dismontato, piagnendo corse a' piè di Natan e disse: Manifestamente conosco la vostra liberalità, riguardando con quanta cautela venuto *siate* per darmi il vostro spirito: ma Iddio, più al mio dover sollecito che io stesso, a quel punto che maggior bisogno è stato gli *occhi* m' ha aperto dello 'ntelletto, li quali misera invidia m' avea *serrati*. E per ciò quanto voi più pronto stato siete a compiacermi, tanto più mi conosco debito alla penitenza del mio errore: *prendete* adunque di me quella vendetta che convenevole estimate al mio peccato.

3. Parse (if verbs, conjugate) and account for the construction of the words printed in *italics*, in passages (A) and (B).
  4. Give the etymology of the following words and account for the changes they have undergone:—*esempio, porre, giuoco, ridurre, chiudere, giorno, sdegno, giuso, Luglio, Iddio*.
  5. Translate into Italian:
    - (1) The one said yes, the other said no.
    - (2) Do not speak to him of it.
    - (3) He would not know what to do with it.
    - (4) My eldest brother is richer than you think.
    - (5) He is said to be the richest man in our city.
  6. Write a short essay on "The influence of Italy on English literature."
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## GERMAN.

## LOWER GRADE.

Tuesday, 21st June. 10 A.M. to 12.30 P.M.

To secure full marks, answer the whole of Sections I. and II. and four questions of Section III.

Additional marks will be given for fair writing in the German character.

## SECTION I.

## 1. Translate into English:—

Der Kalif Hakam der Zweite war ein weiser und gerechter Herrscher; aber er liebte auch Glanz und Pracht und wünschte, daß es nichts Schöneres gäbe als sein Schloß und seine Gärten in Cordova. Darum kaufte er alles Land, das an seinen Park stieß, und zahlte einem jeden so viel als er verlangte. Nur eine arme Witwe wollte ihr Händchen nicht verkaufen. Da wurde der Kalif zornig und ließ es ihr mit Gewalt wegnehmen. Die Frau lief weinend zum Kadi — so nennen die Araber ihre Richter — und klagte ihm, was ihr geschehen war. Er beruhigte sie und sagte: „Bleibe eine Weile hier; ich will sehen, ob ich dir helfen kann.“ Was that nun der kluge Richter? Er nahm einen leeren Sack, setzte sich auf seinen Esel und ritt nach dem Hause der Witwe. Hier fand er den Kalif mit seinen Leuten, die schon dabei waren, die Hütte niederzureißen. Der Kalif, der den Kadi als einen guten Mann kannte und ehrte, fragte, was er hier wolle. Dieser aber warf sich ihm zu Füßen und bat: „Erlaube mir, o Herr, daß ich diesen Sack mit Erde fülle!“ Verwundert gewährte der Fürst die Bitte. Als der Sack voll war, bat der Kadi wiederum: „Sei gnädig, o Herr, und hilf mir den Sack auf den Esel laden!“ Hakam fand diesen Wunsch noch sonderbarer, that aber doch, was der Kadi verlangte. Er konnte aber den Sack nicht heben und sagte: „Die Bürde ist zu schwer für mich, Kadi.“ Da rief der Richter: „Herr, du findest diese Erde zu schwer, und es ist doch nur eine Handvoll von der, die du einer armen Witwe genommen hast: wie willst du jene schwere Last tragen, wenn der große Richter der Welt sie dir einst auf die Schultern legt?“ Da erschrak der Kalif, lobte den mutigen Richter und ließ der Witwe auf derselben Stelle ein neues Haus bauen.

## 3. Translate into German (using “thou” for “you”):—

John was playing with his friend William. He looked at (nach) his watch, and said, “It is just twelve o’clock, I must go (omit) away. I am to dine (say, eat) at my uncle’s; but I shall be here again at two.” He ran as fast as he could. They were already waiting, and the dinner was on the table. When they had dined, the aunt said, “You must stay, John. Our carriage will soon be here. We drive to Woodham to see the fair (Zahrmart, m.). I believe you have never seen it. The children will be glad, if you come with us.”—“But my friend William expects me this afternoon: we wanted to go for a walk together,” replied the boy.—“I will send my maid to him; here



is paper and ink : tell him that you cannot come." When he had written the letter, the carriage was before the door. It was a beautiful day. They saw many pretty things at (say, on) the fair, and had great fun. But poor (say, the poor) William waited for (auf) his friend till the evening; for the maid was reading a book, and forgot the letter. Her mistress was very angry when she heard this. But John was not sorry that he had gone with them.

## SECTION II.

3. Give the German words—in the nominative and genitive singular, and nominative plural, with the definite article—for *any ten* of the following:—way, glass, sister, lady, fruit, hill, battle, pain, nut, basket, room, hole, war, ox, donkey.
4. Decline, singular and plural, the German for—my child, that dog, a good man.
5. Compare, and give the meanings of, the adjectives—alt, jung, stolz, groß, kurz, hoch, wahr, nahe, bunt, viel.
6. Give the German words for 6, 7, 16, 17, 65, 78, 112, 334, 1892; the 3rd, 8th, 46th, 101st.
7. Write out the present and imperfect of *sehen* and *thun*; and the present indicative passive of *hören*.
8. Give the 3rd singular and 2nd plural present, imperfect, and perfect indicative and imperfect subjunctive of—*sein*, *werden*, *gehen*, *stehen*, *finden*, *wissen*, *fennen*, *fönnen*, *schreiben*, *verlassen*.

## SECTION III.

9. Account for the gender of *Mädchen*, *Knäblein*, *Blümchen*, *Vöglein*; and give the simple nouns (with the definite article) from which they are derived.
  10. Write out the prepositions which govern the dative case.
  11. Give the German of the conjunctions—if, when, though, in order that, after, before, while.
  12. Give the 2nd person singular imperative of three verbs which do not take *=t*.
  13. Give the titles of four German plays, and the names of their authors.
  14. Mention two poems by each of the following writers:—*Goethe*, *Schiller*, *Heine*, *Uhland*.
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## GERMAN.

## HIGHER GRADE AND FIRST PAPER FOR HONOURS GRADE.

Tuesday, 21st June. 10 A.M. to 1 P.M.

*To secure full marks, translate the passages from, and into, German; and answer eight of the remaining questions, not less than four of which must be chosen from Section II.*

*Additional marks will be given for fair writing in the German character.*

## SECTION I.

## 1. Translate into English:—

(a) Ein freundlicher Empfang und eine gut besetzte Tafel erwarteten den Herzog von Alba auf dem Schlosse. Noch hatte man sich kaum niedergesetzt, als ein Bote die Gräfin aus dem Saal rief. Es wurde ihr gemeldet, daß in einigen Dörfern die spanischen Soldaten Gewalt gebraucht und den Bauern das Vieh weggetrieben hätten. Katharina war eine Mutter ihres Volkes; was dem ärmsten ihrer Untertanen geschah, war ihr selbst zugestoßen. Aufs äußerste über diese Vortbrüchigkeit entrüstet, befohl sie ihrer Dienerschaft, sich in aller Geschwindigkeit und Stille zu bewaffnen; sie selbst begab sich wieder nach dem Saale, wo die Fürsten noch bei Tische saßen. Hier klagte sie ihnen in ergreifenden Worten, was ihr eben gemeldet worden, und wie schlecht man das gegebene Kaiserwort gehalten. Man erwiderte ihr mit Lachen, dies sei nun einmal Kriegsgebrauch, und bei einem Durchmarsch von Soldaten könnten dergleichen kleine Unfälle nicht verhütet werden. „Das wollen wir doch sehen,“ antwortete sie erregt; „meinen armen Untertanen muß das Ihrige wieder werden, oder, bei Gott“—indem sie drohend ihre Stimme erhob—„Fürstenblut für Ochsenblut!“ Mit dieser Erklärung verließ sie das Zimmer, das in wenigen Augenblicken von Bewaffneten gefüllt war, die sich, das Schwert in der Hand, hinter die Stühle der Fürsten pflanzten und das Frühstück bedienten. Beim Eintritt dieser kampflustigen Schar veränderte Herzog Alba die Farbe; stumm und verlegen sah man einander an. Heinrich von Braunschweig faßte sich zuerst und brach in ein lautes Gelächter aus. Er bat die mutige Gräfin, sich ruhig zu verhalten, bis er mit dem Herzog geredet habe; und bald darauf erließ derselbe einen Befehl an die Armee, das geraubte Vieh den Eigentümern auf der Stelle wieder auszuliefern.

After Schiller.

- (b) Mitten in des Weltmeers wilden Wellen  
Scheiterte das Schiff. Die Edlen retten  
Sich im Rahne. „Wo ist Don Mouso?“  
Riefen sie. Er war des Schiffes Priester.  
„Fahrt wohl, ihr Freunde meines Lebens,  
Bruder, Oheim!“ sprach er von dem Borde,  
„Meine Pflicht beginnt, die eure endet.“

Und er eilt hinunter in des Schiffes  
Kammern, seine Sterbenden zu trösten,  
Höret ihre Sünden, ihre Buße,  
Ihr Gebet, und wehret der Verzweiflung,  
Labet sie und geht mit ihnen unter.

Herder.

2. Translate into German :—

A dissipated young nobleman found, at his father's death, that he was not so rich as he had thought, and accused John, the faithful servant of the family, of having robbed him. Though the old man protested his innocence, he was turned off, and went to live with his son, a poor labourer, in the village close by. Before five years had passed away, the young man was deeply in debt. One day, as he was feasting with some friends, John's grandson came to the castle, and asked him to come to his grandfather who was very ill and wished to see him. "Tell the old fool, if he wants to beg, he must send to somebody else," was the reply. The boy went away, but returned soon after, and said, "Please, Sir, my grandfather knows where your father has hid his money; but he was not to tell you before your twenty-fifth birthday." The young lord rushed off as fast as he could, but when he came to the dying man, he had already lost his speech, and could only make signs which nobody understood. Though the whole castle was afterwards ransacked (durchsuchten), the money was never found during the lifetime of the foolish man.

SECTION II.

3. Give the German words—in the nominative and genitive singular, and nominative plural, with the definite article—for *any ten* of these:—physician, merchant, statesman, misfortune, victory, language, vice, quality, government, earl, gun, request, prayer, quarrel, law.
4. Distinguish between—der Bund, das Bund; die Ehre, die Ehren; die Bauer, die Bauern; die Absicht, die Ansicht; die Reisen, die Reiser; bei Zeiten, zu Zeiten; unterseht, untergeseht.
5. When does the German adjective remain unchangeable? Give examples.
6. Give the nominative and dative singular of a masculine, feminine, and neuter noun with an adjective—(a) without article; (b) with the definite article; (c) with the indefinite article.
7. Form sentences with five different adjectives which govern the genitive.
8. Give the 2nd singular and plural present, imperfect, and perfect indicative, and (the same persons of) imperative of—ansetzen, mißbrauchen, ausziehen, sich enthalten, teilnehmen, sich ergeben, mißverstehen, sich versehen, durchlaufen durchlaufen.
9. Give examples of five prepositions governing the genitive.

10. Translate idiomatically :—

- (a) Mary's hair is darker than her sister's.
- (b) He insists on doing it.
- (c) He insists on my doing it.
- (d) You ought to have said it sooner.
- (e) They are said to be poor.

SECTION III.—PHILOLOGY (AND WORD-FORMATION).

- 11. Form abstract nouns from—jung, alt, hoch, schnell, stolz, neu, heiß, blind, fest, frei, geschwind, reich.
- 12. Explain the force of the prefix *Ge-* in *Gebirge* and in *Gerode*, and give four other words of each kind.
- 13. Give the derivation and meaning of *any ten* of these :—*Gift, Gebot, Geschütz, Geschäft, Zucht, Schlüssel, Flucht, Geschöpf, Hieb, Blut, Haft Drang, Griff, kundig, besonnen.*
- 14. Give three German adjectives in *lich* with etymologically corresponding English words; and three others in *lich*, where the corresponding English word shows a different affix.
- 15. Form adjectives from *any ten* of these :—*Kind, Wind, Abend, Jugend, Eisen, Gold, Silber, Winter, Hunger, Wunder, bald, stets, heilen, grauen, essen.*
- 16. Give the German, or English, *etymological* equivalents of *any ten* of each of the following two sets (adding, in each case, the exact meaning of the German word) :—
  - (a) watch, even, deed, to fight, seat, loose, reek, to lead, hollow, rod, sly, ear (of corn), on, up, beam.
  - (b) weich, Knecht, Kohl, gemein, Kinn, heißer, klimmen, Gefte, ob, glühen, Knabe, rauben, offen, Bohne, gewohnt.

SECTION IV.—LITERATURE AND COMMERCIAL CORRESPONDENCE.

- 17. Give some account of one of Lessing's plays.
- 18. Give the titles, and some account, of three of Schiller's ballads.
- 19. Specify three epics, or larger narrative poems, of the present century.
- 20. What were the principal departments of Goethe's literary activity? Give an example of each class.
- 21. Give short accounts of two poets born subsequently to Schiller.
- 22. Assign *any eight* of the following titles to the respective authors, characterizing them in a single word (drama, epic, etc.) :—*Braut von Messina, der Erbkönig, der Taucher, Torquato Tasso, der siebenzigste Geburtstag, Liebesfrühling, die Bürgschaft, die Journalisten, die Jungfrau von Orleans, der Sänger, Wallensteins Lager, das Schwertlied.*
- 23. Write a short letter, introducing a young friend, or clerk, to the head of a house with which the writer maintains commercial relations.

24. Give the German (with the definite article in case of nouns) for—hundredweight, guarantee, partner, signature, insurance company, commercial house, endorsement, price-current, balance in favour, to forward.
25. Give the English for—Tratte, Connoissement, Rineffe, Viertel, Factura, Orhst, Expeditionsgeschäft, der Bezogene, gegen Saldo, einen Wechsel girieren. Add the definite article to the German nouns.

## GERMAN.

## HONOURS.—SECOND PAPER.

Tuesday, 21st June. 2 P.M. to 5 P.M.

*To secure full marks, translate the passages from, and into German; and answer eight of the remaining questions, not less than five of which must be taken from Section II.*

*Additional marks will be given for fair writing in the German character.*

## SECTION I.

1. Translate into English:—

(a) Glücklich der Fuß, welcher über weite Flächen des eigenen Grundes schreitet; glücklich das Haupt, welches die Kraft der grüneuden Natur einem verständigen Willen zu unterwerfen weiß! Alles, was den Menschen stark, gesund und gut macht, das ist dem Landwirt zu teil geworden. Sein Leben ist ein unaufhörlicher Kampf, ein endloser Sieg. Ihm stählt die reine Gotteslust die Muskeln des Leibes, ihm zwingt die uralte Ordnung der Natur auch die Gedanken zu geordnetem Lauf. Er ist der Priester, welcher Beständigkeit, Zucht und Sitte, die ersten Tugenden eines Volkes, zu hüten hat.

G. Freytag.

(b) Gerade in der Gegend, nach der ich reiste, sollten die übelsten Raubnester liegen, an der Theiß, wo die Sümpfe und Wüsten ihre Ausrottung fast unmöglich machen. Sie sind vortrefflich beritten und bewaffnet, diese Landstreicher, überfallen in Banden von fünfzehn oder zwanzig die Reisenden und die Höfe und sind am andern Tage zwanzig Meilen davon. Gegen anständige Leute sind sie höflich. Ich hatte den größten Teil meiner Barschaft zurückgelassen, nur etwas Wäsche bei mir, und hatte eigentlich einen Kizel, diese Räuber zu Pferde, in großen Pelzen, mit Doppelflinten in der Hand und Pistolen im Gurt, deren Anführer schwarze Masken tragen und zuweilen dem kleinen Landadel angehören sollen, näher kennen zu lernen.

Fürst Bismarck (Brief aus Ungarn, 1852).

- (c) Im Ungemach verzage nicht, den Tag zu sehn,  
 Der Freude dir für Sorgen bringt, und Lust für Gram.  
 Wie oft begann ein gift'ger Wind, und schnell darauf  
 Erfüllte der lieblichste Geruch die Luft.  
 Oft drohte dir ein schwarz Gewölk und ward verweht,  
 Eh' es den Sturm ausschüttete aus dunklem Schoß.  
 So mancher Rauch, der sich erhob, war Feuer nicht:  
 Sei also stets, im Unfall auch, voll guten Muts!  
 Die Zeit bringt Wunder an den Tag; unzählbar sind  
 Die Güter, die du hoffen kannst vom großen Gott.

Herder.

2. Translate into German :—

(a) I may have followed this narrow valley for about an hour, when it suddenly occurred to me as strange that the road should be so neglected and overgrown; it was evident that no sort of carriage could possibly have passed this way for years. The foliage of past autumns lay mouldering in deep crevices; here and there a fragment of rock, or a rotten branch, had been hurled from the edge by the winter storms; only in the firmest parts of the ground were occasional tracks of human passage. I silenced my doubts with the supposition that, long before this, some other and more level road must have been made between the castle and the plain. And yet, on entering the glen, I had certainly ascertained that no nearer way was possible from the little manufacturing town I had left behind. At the summit of the pass, where half-a-dozen neglected paths diverged, I stopped in real perplexity. I climbed up a wide-armed beech-tree, and looked all around me. A deep circular hollow lay before me, almost like a lake filled with lovely dark-green waves of densest foliage. Just in the centre rose the turrets of the castle, over which the wilderness seemed to close.

(b) Translate idiomatically :—

1. Birds of a feather flock together.
2. Necessity knows no law.
3. He did not know what to do.
4. I don't know whom to apply to.
5. Have you broken your leg? No, I have only sprained my foot.

SECTION II.—PHILOLOGY (AND WORD-FORMATION).

3. Exemplify the principal ways of forming compound nouns in German.
4. Explain the principal uses of the verbal prefixes—*ver-*, *zer-*, *ent-*.
5. Give synonyms (words of the same meaning) for *any twelve* of the following :—*Geldbnis*, *Verlöbniß*, *Gauner*, *Boru*, *Kerze*, *Gliedmaßen*, *Drangsal*, *Gaul*, *Kerker*, *Lenz*, *Mundart*, *verworren*, *wirtschaftlich*, *traulich*, *berauscht*, *vergeuden*, *trachten*, *pochen*.
6. Give examples of different case-forms (such as are still in use, as well as such as are antiquated) used adverbially.

7. Explain, by examples, the principle of correspondence between dental consonants in English and German.
8. Give some German adjectives in *fa*m, with etymologically corresponding English adjectives; and some others in *fa*m, where the corresponding English words show different affixes.
9. Give the German, or English, *etymological* equivalents of *any ten* of each of the following two sets (adding, in each case, the exact meaning of the German word:—
  - (a) timber, sheath, marrow, bleak, knuckle, ridge, neck, slight, to sucezc, cheap, deaf, bark (of tree), eyelid, harness, show.
  - (a) Flügel, Geiß, Geißel, Leinwand, Fort, eigen, Diele, Kluft, wähen, auch, brauchen, Rechen, arg, erkiesen.

## SECTION III.—LITERATURE.

10. What do you know of any two of these:—Waltharinslied, Hildebrandslied, Rolandslied, Heliand.
  11. Can you specify any German poems relating to the Heilige Gral and the Artursage?
  12. State what you know of the beginning of dramatic literature in Germany.
  13. Characterize Klopstock's literary activity.
  14. Give brief accounts of two of these—Hans Sachs, Opitz, H. v. Kleist, Lief, Müdert.
  15. Give the names of five distinguished writers of ballads, with the titles of as many of their poems as you remember.
  16. What do you understand by Schicksalstragödien? Mention any you know.
  17. Specify the chief works of two writers of the Schwäbische Dichterschule, and of two of the Romantiker.
  18. Assign *any twelve* of the following titles to the respective authors characterizing them in a single word (drama, epic, etc.):—Der arme Heinrich, Simplicissimus, Freidank, Leuerdank, der sterbende Cato, Agathon, die Schuld, des Knaben Wunderhorn, Römische Elegieen, Schilflieder, Lichtenstein, Eckehard, Psalter und Harfe, Palmblätter, der Mattenfänger von Hameln, die Duiigows, der grüne Heinrich, der zerbrochene Krug, Quintus Firlein.
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## ARITHMETIC.

## LOWER GRADE.

Monday, 13th June. 10 A.M. to 11.30 A.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

1. Multiply 537,869 by 800,790, and write the answer in words.
2. Reduce 571,536 farthings to guineas; and 3 weeks 2 days 14 hours 25 minutes 41 seconds to seconds.
3. Find the greatest common measure of 29256 and 21413; and the least common multiple of 294, 315, 350 and 360.
4. Simplify—

$$(1) 4\frac{3}{4} + 5\frac{1}{20} + 3\frac{1}{5} - 11\frac{2}{5};$$

$$(2) \frac{\frac{3}{11} \text{ of } 3\frac{1}{2}}{\frac{2}{3} \text{ of } 2\frac{1}{4}}.$$

5. Find the value of  $\frac{252}{488}$  of  $2\frac{97}{114}$  of £15 7s. 2d.; and reduce £3 15s. 7½d. to a decimal of 2s.
  6. A room is 17 feet long, and 13 feet 6 inches broad; find (1) how many yards of carpet, 2 ft. 3 ins. wide, will be required to cover the floor; (2) the price of the carpet at 5s. 4d. a yard.
  7. The gold reserve of a bank weighs 27 tons 10 cwt. 3 qr. 3 lb. If there be 7,000 grains in 1 lb. avoirdupois, and a sovereign weigh 123·374 grains, find the value of the reserve.
  8. The Post Office manufactures post cards at the cost of £283 6s. 8d. per million, and sells them at 10 for 6d. What profit will be made on 144,750 post cards if the cost of carrying them to their destination be estimated at 30s. per 1,000?
  9. £135 accumulating at simple interest becomes £189 in 12 years; find the rate per cent. per annum.
  10. An egg merchant buys eggs at 9d. per dozen, and sells them at 15 for 1s.; how much per cent. on his outlay does he gain or lose?
  11. A runs a mile race with B, and receives 75 yards start, but loses one foot every seven yards he runs. By how much will A gain or lose the race?
  12. Turf is taken from a field 2 furlongs 36 poles 3 yds. 2 ft. long and 2 furlongs 14 poles 2 yds. 2 ft. 3 in. broad, and is found to be exactly sufficient to cover a square garden. Find the length of one side of the garden.
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## ALGEBRA.

## LOWER GRADE.

Monday, 13th June. 3 P.M. to 4.30 P.M.

Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.

1. Find the numerical value of—

(1.)  $a - 2 [b - 3\{a - 4(b - c)\}] - \sqrt{a^2 + 2b^2 + 3c^2}$ ,

(2.)  $(a - 2b)^2 + (b - 2c)^2 + (c - 2a)^2$ ,

when  $a = 1$ ,  $b = -2$ ,  $c = 3$ .2. One of the factors of  $x^7 + x^6 + x + 1$  is  $x^3 + x^2 + x + 1$ , find the other factor.

3. Solve the equations—

(1.)  $\frac{5x}{12} + \frac{2x}{15} = \frac{2x+1}{4}$ ;

(2.)  $\frac{(x+3)(x+4)}{(x-3)(x-4)} = \frac{x+8}{x-6}$ ;

(3.)  $\frac{a}{x-b} - \frac{b}{x-a} = 0$ .

4. Simplify—

(1.)  $\frac{1}{(1+x)^2} - \frac{2}{1-x^2} + \frac{1}{(1-x)^2}$ ;

(2.)  $\frac{a^2}{(a-b)(a-c)} + \frac{b^2}{(b-c)(b-a)} + \frac{c^2}{(c-a)(c-b)}$ ;

(3.)  $\frac{\frac{x^3-y^3}{x-y} - \frac{x^3+y^3}{x+y}}{\frac{x+y}{x-y} - \frac{x-y}{x+y}}$ .

5. Solve the equations—

(1.)  $3x + 4y = 5x + y = 17$ ;

(2.)  $\left. \begin{array}{l} 4x - 3y = 1 \\ 4y - 3z = \frac{7}{12} \\ 4z - 3x = -\frac{1}{2} \end{array} \right\}$

6. Prove that  $x^m \times x^n = x^{m+n}$ , when  $m$  and  $n$  are positive whole numbers.

Simplify  $\frac{a^3 b^3 c^3 \times a^4 b^3 c^{-4}}{a^{-1} b^{-1}}$ .

7. Extract the square root of—

$a^6 - a^5 + \frac{11}{2} a^4 - 2\frac{1}{3} a^3 + 1\frac{1}{9} a^2 - \frac{2}{3} a + 1$ .

8. A has a certain number of shillings, and B has the same number of pence. A gives B three shillings in exchange for their value in pence, and it is now found that A has twice as many coins as B. How many had each at first?

9. Prove that a quadratic equation cannot have more than two roots.
10. Solve the equations—

$$(1.) 441x^2 + 1 = 42x;$$

$$(2.) x^2 + 2a(x-b) = b^2;$$

$$(3.) \frac{15}{x+2} - \frac{8}{x-1} = \frac{3}{x-4}.$$

11. If A live other 28 years, his age will then be the square of what it was 28 years ago. Find his present age.

## GEOMETRY.

### LOWER GRADE.

Monday, 13th June. 12 noon to 2 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. All ordinary contractions may be used. Additional marks will be given for neatness and good style.*

1. Define a line, a straight line, and a parallelogram.

Give Euclid's definition of a square. What is meant by saying that this definition is redundant? How might a square be defined so as to avoid redundancy?

2. Describe an equilateral triangle on a given finite straight line.

Write out the definitions, postulates, and axioms which you have made use of in the above proof.

3. If one side of a triangle be produced, the exterior angle is equal to the sum of the two interior opposite angles, and the sum of the three interior angles is equal to two right angles.

ABC is an isosceles triangle, in which  $AB = AC$ . Through C, CD is drawn perpendicular to BC, meeting BA produced in D; show that A is the mid-point of BD.

4. The complements of the parallelograms which are about the diagonal of any parallelogram are equal.

ABC is a triangle, right-angled at A; from P, a point in BC perpendiculars PM, PN are drawn to AB, AC; show that the rectangle AMPN equals the rectangle contained by BM, CN.

5. Divide a straight line, so that the rectangle contained by the whole line and one of its parts may be equal to the square on the other part.

AB is divided in P, so that the rectangle AB.PB is equal to the square on AP, and from AP, AQ is cut off equal to PB; show that the rectangle AP.QP is equal to the square on AQ.

6. If from a point within a circle which is not the centre, straight lines be drawn to the circumference, the greatest is that which passes through the centre, and, of the others, that which is nearer to the centre is greater than that which is more remote.

Construct the locus of a point within a circle whose greatest distance from the circumference is equal to a given chord of the circle.

7. AB is a diameter of a given circle, and C is a point on AB produced. Describe a circle which shall touch AB at the point C, and shall also touch the given circle.
8. The opposite angles of a quadrilateral inscribed in a circle, are together equal to two right angles.  
In the quadrilateral ABCD,  $AB=BC$ , and the angles at A and C are supplementary; show that BD bisects the angle at D.
9. Two circles intersect in A, B, and P is a point in AB produced. Prove that the tangents drawn from P to the two circles are equal.

ARITHMETIC.

HIGHER GRADE AND HONOURS.

Monday, 13th June. 10 A.M. to 11.30 A.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

1. How many hours have elapsed between 4 p.m. on 23rd January 1876, and 10 a.m. on 13th June 1892.
2. Simplify—
  - (1.) 
$$\begin{array}{r} 123123 \quad 72171 \\ 161007 \overline{) 272646} \end{array}$$
  - (2.) 
$$\frac{6\frac{7}{11} - 9\frac{4}{7} + 4\frac{2}{3} - \frac{2}{5} \text{ of } 2\frac{1}{4}}{\frac{1}{11} \text{ of } 14\frac{1}{3}}$$
  - (3.)  $\frac{1}{3}$  of  $\frac{4}{5}$  of 14s. 6d. +  $\frac{2}{3}$  of  $\frac{6}{25}$  of 11s. 9 $\frac{1}{4}$ d. -  $\frac{3}{17}$  of 16s. 3 $\frac{1}{2}$ d.
3. Find the simple interest on £3,591 5s. at 3 $\frac{1}{4}$  per cent. from 2nd January 1892, to 3rd May 1892.
4. Reduce  $\cdot 481$  of  $\cdot 518$  of  $\cdot 081$  of  $\cdot 06875$  of 405 miles to yards.
5. A metre is 39·37 inches (approximately), and a kilometre is 1,000 metres. Express in miles, yards and inches, a distance of 257·4 kilometres.
6. A mass of auriferous sand, weighing 12 cwt. (avoirdupois), is known to contain 3·8 per cent. of gold. From this,  $\frac{11}{2}$  of the sand is removed by washing, and the part removed is found to contain only 0·6 per cent. of gold. How many lbs., troy, of gold are contained in the remaining cwt.?
7. What two numbers, both greater than 29, have 29 for their greatest common measure, and 4147 for their least common multiple?
8. (1.) Find the length of the side of a square field containing 11 acres 1 rood 10 square poles 3 $\frac{1}{2}$  square yards; expressing your answer in furlongs, poles and yards.

- (2.) If a rectangular field have one side 8 yards longer and another 34 yards shorter, than those of this square field, express its area in acres.
9. A person borrowed a sum of money at  $3\frac{1}{2}$  per cent., and invested it in a stock at 115 paying  $4\frac{1}{2}$  per cent. dividend. If he gained thereby £190 in  $11\frac{1}{2}$  years, how much money did he borrow ?
10. When A and B run a mile together, A wins by 10 yards; when B and C run together, B wins by 30 yards; when C and D run, D wins by 39. If, now, A and D run together, which will win and by how much.

## ALGEBRA.

## HIGHER GRADE AND HONOURS.

Monday, 13th June. 3 P.M. to 4.30 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

1. Prove that  $(ab)^m = a^m b^m$ , where  $m$  is a positive integer.

Simplify the expressions :—

$$(1.) \frac{(x^4 y^5)^2 \times (x^2 y)^3}{(x^2 y^3)^4 \div (x y^2)^5}$$

$$(2.) \left(\frac{x^b y^c}{x^c y^b}\right)^a \times \left(\frac{x^c y^a}{x^a y^c}\right) \times \left(\frac{x^a y^b}{x^b y^a}\right)^c.$$

2. Define the lowest common multiple of two algebraical expressions, and prove the rule for finding it.

Find the lowest common multiple of—

$$(1.) x^3 + 3x^2 - 4, x^3 - 3x + 2;$$

$$(2.) a^3 + 2a^2 b + 2ab^2 + b^3, a^3 - 2a^2 b + 2ab^2 - b^3.$$

3. Simplify the expressions :—

$$(1.) \sqrt{15 - 6\sqrt{6}} + \sqrt{10 - 4\sqrt{6}},$$

$$(2.) \frac{x + x^2}{1 + x + x^2} - \frac{x - x^2}{1 - x + x^2} + \frac{1 - x^2 - x^4}{1 + x^2 + x^4}.$$

4. Solve completely the equations—

$$(1.) 5(x^2 - 2) = 2(3 - x);$$

$$(2.) \left. \begin{aligned} \frac{b}{x-a} - \frac{a}{y-b} &= \frac{b^2 - a^2}{ab} \\ \frac{a}{x-a} + \frac{b}{y-b} &= 2, \end{aligned} \right\}$$

$$(3.) \left. \begin{aligned} \frac{x^2}{y} + \frac{y^2}{x} &= 1\frac{1}{8} \\ x + y &= 1 \end{aligned} \right\}$$

5. Find the roots of the equation—

$$x^2 - px + q = 0,$$

Form the equation whose roots are  $\frac{1}{1+\sqrt{p}}$  and  $\frac{1}{1-\sqrt{p}}$ .

6. When are quantities said to be in (1) arithmetic, (2) geometric, (3) harmonic progression?  
If  $a$  be the arithmetic mean of  $b$  and  $c$ , and  $c$  be the harmonic mean of  $a$  and  $b$ , find the numerical values of the ratios  $a : b : c$ .
7. Find the 10th term, and the sum of 10 terms of each of the series.  
(1.) 25, 225, 425 . . . ,  
(2.) 12, 6, 3 . . . .
8. I have an hour and a half to walk a certain distance at a certain rate. After walking half-an-hour, I find I must make a detour which will add a mile to the distance still to walk, but, by increasing my rate by a third, I arrive in time. Find my original rate.
9. Prove that the number of permutations of  $n$  different things taken three together is  $n(n-1)(n-2)$ .
10. Prove the binomial theorem for a positive integral index.  
Find the coefficient of  $x^5$  in the expansion of  $(1-ax+bx^2)^4$ .

## GEOMETRY.

### HIGHER GRADE AND HONOURS.

Monday, 13th June. 12 noon to 2 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. All ordinary contractions may be used. Additional marks will be given for neatness and good style.*

- Define parallel straight lines, a parallelogram, a rectangle.  
Give Euclid's definition of a square and prove that it is redundant. How may a square be defined so as to avoid redundancy?
- Equal triangles on the same side of the same base are between the same parallels.  
The base BC of a triangle ABC is bisected in D, and through Q, any point on AD, PQR is drawn, parallel to BC, meeting AB, AC, in P, R; prove, by means of Book I. only, that  $PQ=QR$ .
- An angle in a segment of a circle is equal to, less than, or greater than a right angle, according as the segment is equal to, greater than, or less than a semicircle.  
A and B are fixed points on the circumference of a given circle, of which C is the centre, and P is any point on the circumference. If CN drawn perpendicular to PA meet PB in Q, show that the locus of Q is a circle.

4. The base  $BC$  of a triangle  $PBC$  is fixed, and the vertical angle  $BPC$  is of constant size. If  $CQ$ ,  $BR$  be drawn perpendicular to  $PB$ ,  $PC$ , meeting them in  $Q$ ,  $R$ ; show that for all positions of  $P$ ,  $QR$  is of constant length.
5. If the three angles of one triangle are respectively equal to the three angles of another, their sides shall be proportional, those sides being homologous which are opposite to equal angles.  
 $O$  is a fixed point on the tangent to a given circle at  $A$ . Through  $O$  a secant  $OPQ$  is drawn, intersecting the circle in  $P$  and  $Q$ . Prove that the ratio of the chords  $AP$ ,  $AQ$ , is least when they are at right angles to each other.
6. Having given a triangle, construct another triangle such that the sides of the first triangle shall be equal respectively to the medians of the second triangle.
7. Draw a straight line perpendicular to a given plane, from a given point without it.  
 When are two non-intersecting straight lines said to be perpendicular to each other?  
 $H$  is the orthocentre of the triangle  $ABC$ , and through  $H$ ,  $HP$  is drawn perpendicular to the plane  $ABC$ ; show that  $AP$  is perpendicular to  $BC$ .
8. When are two points inverse to one another relatively to a given circle?  
 Show that when a circle  $C$  cuts two others  $A$  and  $B$  orthogonally, it cuts their line of centres in two points which are inverse to one another relatively to both circles.
9. Prove that the straight line joining the ends of any two parallel radii of two circles meets their line of centres in one or other of two fixed points.  
 The radii of two circles are  $2.37$  and  $1.25$  inches, and their centres are  $0.64$  inches apart. Calculate to two decimal places the distance of their centres of similitude from the centre of the larger circle.

## TRIGONOMETRY AND LOGARITHMS.

### HIGHER GRADE AND HONOURS.

Monday, 20th June. 10 A.M. to 11.30 A.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation will be treated as errors. Additional marks will be given for neatness and good style.*

*The use of a book of mathematical tables is allowed, provided that it contain no manuscript notes or printed matter other than such as refers to the use of the tables.*

1. What is denoted by the symbol  $\pi$ ?

Express in circular measure to four decimal places the magnitude of each angle of (1) a square, (2) a regular heptagon, assuming that  $\pi=3.14157$ .

2. Define the secant of an angle, and prove that its value can never lie between  $-1$  and  $+1$ .

$$\text{Show that } \sec A = \pm \sqrt{1 + \tan^2 A}.$$

3. Prove geometrically that  $\sin A - \sin B = 2 \sin \frac{A-B}{2} \cos \frac{A+B}{2}$ .

4. Obtain the following formulæ—

$$(1) \sin 2A = 2 \sin A \cos A,$$

$$(2) \sin 3A = 3 \sin A - 4 \sin^3 A,$$

$$(3) \tan^2 \frac{A}{2} = \frac{1 - \cos A}{1 + \cos A}.$$

5. Prove that  $\log_a x^n = n \log_a x$ , when  $n$  is a whole number.

Employ a table of logarithms to find the value of—

$$(1) \frac{34.75 \times .0163}{2.568}, \quad (2) \frac{1}{(.0876534)^5}.$$

6. Prove that  $2 \cos A = \pm \sqrt{1 + \sin 2A} \pm \sqrt{1 - \sin 2A}$ .

Determine the limits between which  $A$  must be if the signs of both roots are *minus*, and find which signs must be taken when  $A = 700^\circ$ .

7. Show that in any triangle—

$$b \cos C + c \cos B = a.$$

Hence, deduce the expression for the cosine of an angle of a triangle in terms of the sides.

8. Find an expression for  $r$ , the radius of the inscribed circle of a triangle.

$$\text{Prove that } r \left( \cot \frac{A}{2} + \cot \frac{B}{2} + \cot \frac{C}{2} \right) = \frac{1}{2} (a + b + c).$$

9. Solve the triangle in which—

$$a = 563.45,$$

$$\angle B = 40^\circ 31',$$

$$\angle C = 58^\circ 12'.$$

## GEOMETRICAL CONICS.

### HIGHER GRADE AND HONOURS.

Monday, 20th June. 4 P.M. to 5.30 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

1. If  $P$  be a point on a parabola whose focus is  $S$  and,  $PM$  be drawn perpendicular to the directrix, prove that the tangent at  $P$  bisects the angle  $SPM$ .

If the tangent at P meet the tangent at the vertex in Y, and the axis in T, show that  $PY=YT$ , and that SY is a mean proportional between SA and SP.

If M be the foot of the perpendicular drawn from P to the directrix, prove that TM is parallel to SP.

2. Draw a pair of tangents to a parabola from an external point.

OP, OQ are two tangents to a parabola, and OS, produced if necessary, meets PQ in R, show that—

$$PR : QR = SP : SQ.$$

3. If B be the vertex of the diameter which bisects the focal chord PQ, then  $PQ=4 SB$ .

A number of parabolas have the same fixed point S for focus, and all pass through a fixed point B. Find the locus of the points where the diameters through B meet the chords through S, drawn parallel to the tangents at B.

4. If QQ' be any chord of a parabola, PV the diameter which bisects it, and RO any other diameter meeting the curve in R, and QQ' in O, prove that  $QO \cdot OQ' = 4 SP \cdot RO$ .

Hence show that if a circle intersect a parabola in four points, the corresponding pairs of common chords are equally inclined to the axis.

5. Having given two straight lines and a point, find the directrix of the parabola which may be described so as to have the given point as focus, and the two given lines as tangents. Find also the points of contact of the given tangents.

6. Show that in any conic section the part of the tangent intercepted between the curve and the directrix subtends a right angle at the focus.

Hence, show that the tangents at the extremities of a focal chord intersect in the directrix.

7. Taking any definition of the ellipse, show it is symmetrical with regard to two axes at right angles to each other. If PQ be any chord through the centre, show that the tangents at P and Q will be parallel.

PQ is a diameter, and S is either focus, if PS be produced to meet the tangent at Q in F, show that PF is equal to the major axis.



## ANALYTICAL GEOMETRY.

## HIGHER GRADE AND HONOURS.

Monday, 20th June. 12 NOON to 1.30 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

*The co-ordinate axes may be assumed to be rectangular throughout.*

1. Find the length of the straight line joining the points (4, 3), (1, -1), and the cosine of its inclination to the axis of  $x$ .

2. Obtain the equation to a straight line in the form  $y=mx+c$ , explaining the meaning of  $m$  and  $c$ .

Form the equation to a straight line passing through the point (2, 3) and at right angles to the line  $y=3x+4$ .

3. Show how to find the angle between the two straight lines represented by the equation  $Ax^2+Bxy+Cy^2=0$ .

Show that the equation  $2x^2-3xy-2y^2+5y-2=0$  represents two straight lines at right angles.

4. If, in the equation  $y=mx+5$ ,  $m$  takes different values, what series of straight lines is produced?

Find analytically and interpret the locus of the feet of perpendiculars drawn to these lines from the origin.

5. Show that  $x^2+y^2+2ax+2by=c$  is the equation to a circle, and find the equation to the straight line which touches it at the point  $(x', y')$ .

Find also the equation to the normal at  $(x', y')$ , and show from its equation that it passes through the centre of the circle.

6. Find the equation to the tangent at any point of a parabola  $y^2=4ax$ .

Find the locus of the point of intersection of tangents to a parabola which include a right angle.

7. Show that the equation  $\frac{x^2}{a^2}-\frac{y^2}{b^2}=1$  represents a hyperbola, and find the equations to its asymptotes.

## ELEMENTS OF DYNAMICS.

Monday, 20th June. 2 P.M. to 3.30 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

1. What is meant by speed? Distinguish between uniform and variable speed.  
A train leaves Paris at 8.30 p.m., and reaches Marseilles (537 miles distant) next day at 12.15 p.m. Find its average speed (1) in miles per hour, (2) in feet per second.
  2. If two component velocities be represented in magnitude and direction by two adjacent sides of a parallelogram, their resultant shall be represented by the diagonal passing through their intersection.  
A sledge party travel in a northerly direction on an ice floe at the rate of  $v$  miles per day, but the floe is being carried south-west at the rate of  $\frac{v}{12\sqrt{2}}$  miles per hour. Find the resultant velocity.
  3. What is acceleration? What is meant by saying that  $g=32$ ?  
Find what distance a body must fall from rest in vacuo in order to acquire a velocity of 48 feet per second.
  4. When is a force said to do work?  
In a waterfall 20 tons of water pass over in each minute, and the potential energy lost by the fall amounts to 22,000 foot-pounds per second. Find the height of the fall.
  5. A sphere, whose weight is 10 lbs., rests on two planes which are at right angles to each other and are inclined to the horizontal plane at angles of  $30^\circ$  and  $60^\circ$  respectively. Find the pressure exerted on each plane.
  6. Explain what is meant by the centre of mass of a body.  
Find the centre of mass of three equal particles placed at the vertices of a triangle  $ABC$ .
  7. Distinguish between stable, unstable, and neutral equilibrium, giving two examples of each.
  8. Prove that the surface of a liquid at rest is a horizontal plane.  
Is the above statement true of large surfaces? If not, why not?
  9. What is meant by saying that the specific gravity of sea-water is 1.025? A piece of metal weighs 280 lbs. in air and 240 in fresh water, what will it weigh in sea-water?
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## BOOK-KEEPING.

Friday, 17th June. 10 A.M. to 1 P.M.

Frame the Journal entries necessary to record the following transactions; post to Ledger Accounts, then frame Balance Sheet and Profit and Loss Account.

James and Alexander Campbell purchase the Printing Business of Andrew Smith as a going concern for £10,000, and commence business on 1st January 1891, under the title of Campbell Bros.

The following is the state of affairs when they take over the business:—

## ASSETS.

	£	s.	d.
Buildings valued at - - -	3,250	0	0
Machinery „ - - -	2,350	0	0
Type „ - - -	1,260	0	0
Paper „ - - -	600	0	0
Sundries „ - - -	344	0	0
Due by Green and Co., Publishers - -	259	5	9
„ D. Mackenzie - - -	256	14	3
“ Goodwill ” - - -	2,000	0	0

## LIABILITIES.

	£	s.	d.
Due to Brown and Ritchie, Typefounders -	157	11	9
„ Alex. Bowman & Sons, Papermakers -	162	8	3

1891.

- Jan. 1. James Campbell subscribes £6,000, and Alexander Campbell, £4,000, which is lodged with the British Linen Company Bank.
- „ 1. Paid Andrew Smith, per cheque, £5,000; per bill, at one month after date, £5,000.
- „ 5. Bill drawn by us on D. Mackenzie for £256 14s. 3d., at three months after date, accepted by him.
- „ 8. Purchased from Alex. Bowman & Sons, paper for £236 3s. 9d., on credit.
- „ 8. Purchased from Brown & Ritchie, type for £83 17s. 2d., on credit.
- „ 15. Green & Co. paid their account (£259 5s. 9d.), and are allowed 10 per cent. discount. Sum received is lodged in Bank.
- „ 31. Cash drawn from Bank, £100.
- „ 31. Paid wages, £73 2s. 6d.
- „ 31. „ Sundry charges, £23 1s. 9d.
- „ 31. „ Taxes, £42 1s. 7d., per cheque.

1891.

Jan. 31. Printing executed during January :—

Book for Green &amp; Co., charge, £372 10s.

Sundries for D. Mackenzie, charge £65 10s. 3d.

,, 31. Debt incurred to Alex. Hunt, for bookbinding, £16 7s. 3d.

Feb. 2. The sums due to the following at 1st January, are paid per cheque :—

Brown &amp; Ritchie, less 5 per cent. discount.

Alex Bowman &amp; Sons, less 5 per cent. discount.

,, 10. Green &amp; Co. accept Messrs. Campbell Bros.' bill for £372 10s., at three months after date, which is discounted by the Bank at 5 per cent., and the money placed to the credit of Messrs. Campbell Bros.' account.

,, 28. Wages paid, £69 2s. 3d.

,, 28. Sundry charges, £19 17s. 5d.

,, 28. Cash drawn from Bank, £90.

,, 28. Printing done during month :—

Catalogue for D. Mackenzie, charge, £145 16s. 6d.

Two books for Green &amp; Co. ,, £325 10s.

,, 28. Paper returned to Alex. Bowman &amp; Sons, £25 2s. 6d.

Acceptances due by Campbell Bros. are paid by the Bank, and debited.

At 28th February, Inventories of the Stocks on hand are taken, with the following result :—

Paper, £625 2s. 6d. Sundries, £256 7s. 6d.

Type and Machinery are not valued, but  $2\frac{1}{2}$  per cent. is written off the cost for depreciation; and £100 is written off goodwill.

Allow interest, at the rate of 5 per cent. per annum on partners' capital, and carry balance of profit (if any) equally to credit of partners.

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COMMERCIAL ARITHMETIC—FIRST PAPER.

Friday, 17th June. 2 P.M. to 2.30 PM.

This paper will be taken up at the end of *half-an-hour*, when the other paper will be given out.

The sums are not to be copied out.

Add the *columns* and *rows*, and find the *grand total*, placing the answers in the spaces provided. Great importance will be attached to accuracy.

Fill this in first.

Name of School \_\_\_\_\_

Name of Pupil \_\_\_\_\_

£ s. d.	£ s. d.	£ s. d.	£ s. d.
824 9 6	26 13 9	4,126 14 7	35 6 1
139 12 8	5,342 14 1	93 16 8	89 14 2
4,240 8 11	27 2 5	317 3 8	65 16 10
233 12 8	1,784 9 1	85 14 4	45 13 7
15 14 4	417 10 5	1,735 12 5	178 12 6
3,173 1 0	183 0 8	71 6 6	56 7 8
831 0 10	827 15 6	215 10 8	95 14 9
4,213 14 7	85 5 10	34 8 5	124 6 8
17 16 4	72 13 10	3,572 12 9	39 12 11
5,208 9 9	1,937 9 0	18 13 2	148 6 10
3 12 8	316 12 4	825 19 4	24 16 2
665 15 2	31 3 4	3 17 11	77 13 4
138 4 7	3,145 11 10	173 0 9	29 9 8
485 12 8	136 4 6	412 3 4	42 16 11
236 8 3	712 16 4	29 8 7	73 4 7

## COMMERCIAL ARITHMETIC—SECOND PAPER.

Friday, 17th June. 2.30 P.M. to 4 P.M.

*Candidates need not attempt more than three-fourths of this paper. But any omissions, whether of reasoning, explanation, or calculation, will be treated as errors. Additional marks will be given for neatness and good style.*

1. A man's income is £300 a year. He pays no income-tax on the first £120, and 6*d.* in the pound on the rest. His house-rent is £43 3*s.* 3*d.*, and he spends otherwise at the rate of 10*s.* 3½*d.* a day. How much will he save in the year 1892?
  2. A kilogramme weighs 2·20462 lbs., avoirdupois. Express the weight of a gramme in grains and decimals of a grain.
  3. A sovereign weighs 123½ grains, of which 1½ are gold. If gold be 17½ times as valuable as silver, what weight of silver will be equal in value to the gold in 153 sovereigns? Give the answer in pounds and decimals of a pound, avoirdupois.
  4. Three teas are mixed, and the first two amount respectively to 34 and 25 per cent. of the whole. If the weight of the whole be 1 cwt. 2 qrs. 13 lbs. 4 ozs., find the weight of the third tea.
  5. A cistern, 10 feet long, 7 feet broad, and 5 feet deep, is filled with water, which runs into it at the rate of 8 feet per second through a pipe whose section is ¾ of a square inch. How long will it take to fill?
  6. I sell £10,000 Great Western Railway 4 per cent. Debenture Stock at £133 (including brokerage), and buy £8,000 Stock in the 2¾ per cent. Consols at £95¾ (including brokerage). I lend the rest of the money on mortgage at 3¾ per cent. Find the change in my income.
  7. The national debt is £684,070,959, upon which 3 per cent. is annually paid for interest and expenses. If £25,000,000 be annually set aside for this purpose and to reduce the debt, find, to the nearest pound, the amount of the debt at the end of three years.
  8. Prove the following rule for finding any per-centage of a given whole number of pounds sterling:—*Multiply the number of pounds by twice the rate per cent., set off one decimal place, and the result represents in shillings the per-centage required.*  
Exemplify this rule by making use of it to find (1) 3½ per cent. of £25, (2) 4½ per cent. of £1,247.
  9. If the exchange in Glasgow on Paris be 25·50, and the rate of banker's discount for three months' bills in Glasgow be 3½ per cent. per annum, what debt in Paris can be discharged by a person in Glasgow who holds a three months' bill on Glasgow for £800?
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## LEAVING CERTIFICATE, 1892.

RESULTS of EXAMINATION for LEAVING CERTIFICATES held by the SCOTCH EDUCATION DEPARTMENT from the 13th to the 21st of June (inclusive).

## I.—HIGHER CLASS SCHOOLS.

Number of Schools at which Examination was held.	Total Number of Candidates.	Number of Papers taken.
52	3,420	14,455

## II.—STATE-AIDED SCHOOLS.

Number of Schools from which Candidates were presented for Examination.	Total Number of Candidates.	Number of Papers taken.
68*	1,755	4,236

\* Separate Examinations were held at 47 of these Schools.

## I.—LIST of HIGHER CLASS SCHOOLS at which the EXAMINATION was held.

Aberdeen Grammar School (Boys).	Edinburgh, George Heriot's Hospital School.
Aberdeen, Robert Gordon's College.	Edinburgh, George Watson's Boys' College.
Anstruther Waid Academy.	Edinburgh, George Watson's Ladies' College.
Arbroath High School.	Edinburgh Institution.
Ayr Academy.	Edinburgh, Ladies' College.
Beith, Spicer's School.	Edinburgh, Merchiston Castle School.
Cricff, Morrison's Academy (Boys and Girls).	Edinburgh, Royal High School.
Cupar, Bell Baxter School.	Edinburgh, St. George's High School for Girls.
Dollar Institution.	Elgin Academy.
Dumfries Academy.	Falkirk High School.
Dundee High School.	Forfar Academy.
Dunfermline High School.	Galashiels Academy.
Edinburgh Academy.	Galashiels, Gala High School.
Edinburgh, Daniel Stewart's College.	Glasgow Academy.
Edinburgh, Fettes College.	

Glasgow High School.	Nairn, Rose's Academical Institution.
Glasgow, Hutcheson's Boys' Grammar School.	Newton Stewart, Ewart High School (Boys).
Glasgow, Hutcheson's Girls' Grammar School.	Newton Stewart, Ewart High School (Girls).
Glasgow Kelvinside Academy.	Paisley Grammar School and Academy.
Greenock Academy.	Peebles, Bonnington Park High School.
Haddington Knox Institute.	Perth Academy.
Hamilton Academy.	Perth, Sharp's Institution.
Inverness Royal Academy.	Polmont, Blairlodge School.
Irvine Royal Academy.	St. Andrew's Madras College.
Kirkcaldy High School.	Stirling High School.
Kirkcudbright Academy.	Tain Royal Academy.
Montrose Academy.	

II.—LIST of STATE-AIDED SCHOOLS from which CANDIDATES were PRESENTED for EXAMINATION.

Aberdeen Church of Scotland Practising School.	Edinburgh, St. George's Local General Assembly School.
Aberlour Public School.	Fordyce, Portsoy Female Industrial School.
Airdrie Academy Public School.	Fordyce, Portsoy Public School.
Alvah Public School.	Fordyce Public School.
Banff Burgh Public School.	Forres Anderson's Endowed Institution.
Beith Academy Public School.	Forres Burgh Public School.
Blairgowrie Public School.	Foveran Public School.
Boyndie Public School.	Galston Public School.
Broughty Ferry, Grove Academy Public School.	Glasgow, Garnethill Public School.
Cambuslang Public School.	Govan, Bellahouston Academy Public School.
Cambuslang West Coats Public School.	Govan, Hillhead Public School.
Campbeltown Grammar Public School.	Govan, Partick, Hamilton Crescent Public School.
Catheart Queen's Park Public School.	Govan, Pollokshields, Albert Road Public School.
Closeburn Wallace Hall Academy.	Govan, Rutland Crescent Public School.
Conpar Angus Public School.	Greenock Holmseroft Public School.
Croy and Dalcross, Croy Public School.	Hamilton St. John's Grammar School.
Dryfesdale Public School.	Huntly Gordon Public School.
Dumbarton Academy Public School.	Inverness Raining's School.
Dundee, Dudhope Public School.	Keith Public School.
Dundee, Glebelands Public School.	Kelso, Edenside Road Public School.
Dundee, Harris Academy Public School.	Killarrow and Kilmeny, Bowmore Public School.
Dundee, Morgan Academy Public School.	Kilmarnock Academy Public School.
Dunoon Grammar Public School.	Kilniuan and Kilmore, Tobermory Argyll Street Public School.
Durness Durine Public School.	
Edinburgh (St. Cuthbert's and Dean) Gorgie Public School.	



Kinellar Public School.	Peterhead Academy Public School.
Kingussie Public School.	Row, Helensburgh Hermitage Public School.
Kirkwall Burgh Public School.	Rutherglen Stonelaw Public School.
Lanark Grammar Public School.	Thurso Miller Institution Public School.
Lenzie Academy Public School.	Wemyss, Buckhaven Higher Grade Public School.
Lochalsh Plockton Public School.	Wick, Pulteneytown Academy Public School.
New Kilpatrick Public School.	
Old Kilpatrick, Clydebank Public School.	
Paisley Neilson Educational Institution.	

TABLE showing Subjects in which Candidates were presented, and Results of the Examination.

Subject.	Total Number presented.	Passed in different Grades.			Total Passes.
		Lower.	Higher.	Honours.	
English - - - -	3,099	1,516	458	79	2,053
Latin - - - -	1,233	541	264	29	834
Greek - - - -	690	253	110	11	374
French - - - -	1,933	924	243	78	1,245
German - - - -	1,249	752	161	42	955
Italian - - - -	4	—	4	—	4
Mathematics* (including Arithmetic).	1,925	732	152	40	924
Arithmetic only - -	2,514	1,448	131	—	1,579
		Passed.	Passed with Distinction.		
Geometrical Conics - -	97	52	14		66
Analytical Geometry - -	78	36	17		53
Dynamics - - - -	295	106	53		159
Book-keeping and Commercial Arithmetic.†	278	—			147

\* To 635 candidates who have failed to pass in mathematics, but have passed in arithmetic, certificates will be issued in that subject only, as follows :—

110 in the Higher Grade.  
525 „ Lower „

† Candidates are not passed in grades.

	1888.	1889.	1890.	1891.	1892.
Number of candidates - - -	972	2,066	2,528	3,120	5,175
„ schools - - -	29	41	43	50	115
„ papers taken - - -	4,300	9,200	11,300	13,192	18,691

Scotch Education Department,  
Dover House, Whitehall,  
6th July 1892.

H. CRAIK,  
Secretary.