



SECONDARY EDUCATION
(SCOTLAND)

LEAVING CERTIFICATE
EXAMINATION

(INCLUDING DAY SCHOOL CERTIFICATE
(HIGHER) GENERAL PAPER)

EXAMINATION PAPERS
1932

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1932.

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- Regulations for the Preliminary Education, Training and Certification of Teachers for Various Grades of Schools, 1931. S.R. & O., 1931, No. 180, S. 20. Price 5*d.*; post free, 6*d.*
- Superannuation Scheme for Teachers, 1919. S.R. & O., 1919, No. 1105. Price 1*d.*; post free, 1½*d.*
- Superannuation Scheme for Teachers, 1919—Amendment of, 1922. S.R. & O., 1922, No. 466, S. 21. Price 1*d.*; post free, 1½*d.*
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CONTENTS.

EXAMINATION PAPERS—

	PAGE
Day School Certificate (Higher) :	
General Paper - - - - -	3
Leaving Certificate :	
Bookkeeping - - - - -	74
Botany - - - - -	79
Chemistry - - - - -	80
Commercial Arithmetic - - - - -	77
Dynamics - - - - -	72
Elementary Analysis - - - - -	66
Engineering - - - - -	82
English (including Literature and History) - - - - -	5
French - - - - -	23
Gaelic - - - - -	38
Geography - - - - -	85
Geometry (Additional Subject) - - - - -	69
German - - - - -	30
Greek - - - - -	17
Italian - - - - -	45
Latin - - - - -	12
Mathematics - - - - -	57
Music - - - - -	98
Physics - - - - -	90
Pure Zoology - - - - -	95
Spanish - - - - -	51
Zoology and Human Physiology - - - - -	96

APPENDIX—

List of Authorities by whom evidence of success at the Leaving Certificate Examination is conditionally accepted in lieu of Preliminary Examinations - - - - -	112
--	-----

LEAVING CERTIFICATE EXAMINATION

(including Day School Certificate (Higher)
General Paper).

The Leaving Certificate Examination (including the General Paper set in connection with the award of the Day School Certificate (Higher)) is held annually by the Scottish Education Department. In 1932 it commenced on Monday, 14th March.

Candidates must be pupils of a school at which, or in connection with which, the examination is held, and must have been in regular attendance at the school from January to the date of the examination.

EXAMINATION PAPERS.

DAY SCHOOL CERTIFICATE
(HIGHER), 1932

GENERAL PAPER

Monday, 14th March—10 A.M. to 12 NOON.

*The value attached to each question is shown in brackets
after the question.*

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Write a Composition, to fill about a page and a half of your book, on *one* of the following:—

- (a) An exciting experience.
- (b) Home-made things.
- (c) Robinson Crusoe.
- (d) Our neighbours.
- (e) A thunder storm.

(30)

2. Read the following passage carefully and answer the questions that follow it :—

On the summit of the Pike there was not a breath of air to stir even the papers containing our refreshment, as they lay spread out upon a rock. The stillness seemed to be *not of this world* : we paused, and kept silence to listen ; and no sound could be heard : the Scawfell Cataracts were voiceless to us ; and there was not an insect to hum in the air.

We sat down to our repast, and gladly would we have *tempered our beverage* with such a supply of delicious water as we might have procured had we been on the *rival summit* of Great Gavel ; for on its highest point is a small triangular receptacle in the native rock, which, the shepherds say, is never dry. There we might have slaked our thirst plenteously with a pure and *celestial liquid*, for the cup or basin has no other feeder than the dews of heaven, the showers, the vapours, the hoar frost, and the spotless snow.

While we were gazing around, "Look," I exclaimed, "at yon ship upon the glittering sea !" "Is it a ship ?" replied our shepherd-guide. "It can be nothing else," interposed my companion ; "I cannot be mistaken, I am so accustomed to the appearance of ships at sea." The guide dropped the argument ; but before a minute was gone he quietly said, "Now look at your ship ; it is changed into a horse." So indeed it was—a horse with a gallant neck and head. We laughed heartily ; and, I hope, when again inclined to be positive, I may remember the ship and the horse upon the glittering sea ; and the calm confidence, yet submissiveness, of our wise *Man of the Mountains*, who certainly had more knowledge of clouds than we, whatever might be our knowledge of ships.

- (a) What is the writer impressing upon you in the first paragraph, and what facts does he mention in order to make his impression ? (8)
- (b) Narrate, *in your own words* and without using direct speech, the incident of the ship and the horse. What lesson is drawn from the incident ? (9)
- (c) Explain the expressions printed in italics. (5)
- (d) Give the precise meaning of the following words *as used in this passage*, and add a note on the origin and formation of each : voiceless, triangular, receptacle, interposed, positive, submissiveness. (12)

- (e) Give a general analysis of "Gladly would we have tempered our beverage with such a supply of delicious water as we might have procured had we been on the rival summit of Great Gavel." (6)

3. Describe broadly the main geographical features of South America *or* of Australia, referring to mountains, rivers, coastline, climate and products. (15)

4. Choose any *three* of the following names, and write a *short* note on each of the three: James IV, Marquis of Montrose, Duke of Marlborough, The Elder Pitt, George Washington, Duke of Wellington, George Stephenson, Florence Nightingale, Cecil Rhodes, Mussolini. (15)

LEAVING CERTIFICATE EXAMINATION, 1932

ENGLISH

(INCLUDING LITERATURE AND HISTORY)

(FIRST PAPER (a)—COMPOSITION)

Monday, 14th March—10 A.M. to 10.50 A.M.

The value attached to the question is shown in brackets after the question.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Write a Composition, *not exceeding three foolscap pages in length*, on any *one* of the following subjects:—

- (a) An Ideal Home.
- (b) Is it better to be brought up in the country, or in the town?
- (c) The effect of modern transport on the life of the individual and the nation, and on international relationships.
- (d) What are the qualities you consider most valuable in a friend?
- (e) Do you consider that the influence of the Cinematograph is on the whole harmful, or beneficial, to the youth of the present day? (35)

ENGLISH

(INCLUDING LITERATURE AND HISTORY)

(FIRST PAPER (b)—INTERPRETATION AND LANGUAGE)

Monday, 14th March—11.5 A.M. to 12.45 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Read the following passage through and then answer the questions that follow it:—

“Every man is busy from his youth up with a struggle which he views variously as a game or a fight, according to his mood, or often according to his age. It is at any rate a contest in which he is ever engaged, whose fortunes waver from day to day, and whose ultimate issue is of all things the most unsure. When things do not go well, he is assailed by a dreadful temptation to be sorry for himself, and to blame someone or something for his ill-success. There is a wealth of excuses for himself, but none for the parents or friends who set him upon his unhappy course, for the employer who has never given him a chance, or, if the supply of human scapegoats fails, for ‘this sorry scheme of things.’ There comes into being that most unsatisfactory and unmanageable creature, the man labouring under a permanent sense of grievance, a self-constituted Ishmaelite, convinced that he has against him the hand of every man and the very stars in their courses too. In the distorting mirror of self-pity all perspective is falsified, all the fairness of life is made unlovely and grotesque. It is a signal instance of the perverting poison of selfishness that so divine a quality as pity, turned in upon itself, can be so transformed into a repellent and lamentable spectacle. Salvation, as for selfishness in every form, can be found only along the centrifugal path. The way to avoid being sorry for oneself is to take a determined course of being sorry for other people.”

(a) State very briefly (1) what enemy it is that "every man from his youth up" must fight; (2) how this enemy is to be recognised; and (3) how defeated.

(b) Paraphrase briefly *ultimate issue, human scapegoats, self-constituted Ishmaelite* and *centrifugal path*.

(c) Give (1) the meaning, (2) the derivation of:—*permanent, distorting, perspective* and *signal*.

(d) Explain the metaphors contained in the sentence beginning "It is a signal instance"

(e) Comment on the order of the words in the clause "whose ultimate issue is of all things the most unsure."
(35)

2. Read the following verses and answer the questions that follow:—

I read, before my eyelids dropt their shade,
 " *The Legend of Good Women* ", long ago
 Sung by the morning star of song, who made
 4 His music heard below;
 Dan Chaucer, the first warbler, whose sweet breath
 Preluded those melodious bursts that fill
 7 The spacious times of great Elizabeth
 With sounds that echo still.

(a) Give a general grammatical analysis of the above.

(b) Explain the meaning of "below" (line 4) and "spacious" (line 7).

(c) Have you heard elsewhere of stars singing? Quote if you can.

(d) Paraphrase the first line and the last. (12)

3. Without altering the order of the words, re-write the following as a rhyming stanza of six lines, correctly punctuated:—

"Beautiful must be the mountains whence ye come and bright in the fruitful valleys the streams wherefrom ye learn your song where are those starry woods o might I wander there among the flowers which in that heavenly air bloom the year long." (6)

4. (a) Write down one example of each of the following figures of speech :—

Metonymy, epigram, antithesis, onomatopoeia.

(b) Construct sentences, each of which will contain one of the following words correctly used :—allusive, elusive, credible, credulous, ingenious, ingenuous, euphemism, euphuism. (12)

ENGLISH

(INCLUDING LITERATURE AND HISTORY)

(SECOND PAPER—LITERATURE)

Monday, 14th March—1.45 P.M. to 2.45 P.M.

All candidates should attempt THREE questions, and three only, of which No. 1 is compulsory.

The value attached to each question is shown in brackets after the question.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

[Answer the FIRST question and any TWO of the others.]

1. (a) Give an account of a leading character in any play of Shakespeare that you have read.

Or (b) Illustrate from Shakespeare's plays the various uses to which he puts his power of poetic description.

Or (c) Describe some comic scene in a Shakespearian tragedy *or* some tragic scene in a Shakespearian comedy and justify its presence in the drama. (16)

2. What is specially characteristic (a) of its author (b) of its age in *The Canterbury Tales*, *OR The Rape of the Lock*, *OR Tam o' Shanter*, *OR The Idylls of the King*? (12)

3. Mention by its title *one* example of each of the following :—elegy, satire, ode, pastoral, masque, epic, dramatic lyric ; giving in each case the name of the author, and a brief note on the subject-matter, of the work quoted. (12)

4. Write on Bacon as an essayist *or* on Dr. Johnson as a conversationalist *or* on Matthew Arnold as a critic of poetry. (12)

5. **Either** (a) Illustrate from their works the humour of any *two* of the following :—Addison, Goldsmith, Scott, Jane Austen, George Eliot, Dickens, G. K. Chesterton, Bernard Shaw.

Or (b) Point out what you consider to be the chief merits and defects of *either* Scott as a novelist *or* Carlyle as a critic. (12)

6. Choose any *one* of the following and discuss its importance in English literary history :—Milton's *Paradise Lost*, The Songs of Burns, Macaulay's *History of England*, *Lyrical Ballads*. (12)

ENGLISH

(INCLUDING LITERATURE AND HISTORY)

(THIRD PAPER—HISTORY)

Monday, 14th March—3 P.M. to 4 P.M.

All candidates should attempt THREE questions, viz., the question in Section A and two questions from Section B.

The value attached to each question is shown in brackets after the question.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

SECTION A.

This question should be attempted by all candidates.

1. Show *very briefly* the historical significance of *five* of the following :—The career of Penda of Mercia ; the marriage of Henry II ; the death of Alexander III ; the battle of Bosworth ; the voyages of Columbus ; the Grand Remonstrance ; the Stamp Act ; Napoleon's invasion of Russia ; the career of Garibaldi ; the Franco-Prussian war ; the Parliament Act ; the Statute of Westminster (1931). (10)

SECTION B.

All candidates should attempt TWO questions from this Section. These may be taken from different Sub-sections, or both from the same Sub-section.

SUB-SECTION (1). EARLY PERIOD (55 B.C. TO 1485 A.D.).

2. Contrast the influence upon this country of the Roman Occupation and the invasions of the Danes and Scandinavians. (15)

3. What were the chief causes of quarrel between Church and State from the Norman Conquest to the death of Edward I? (15)

4. How far is it true to say that the relations of England and Scotland were friendly during the two centuries which preceded the War of Independence? (15)

5. What motives led (a) Edward III and (b) Henry V to attempt the conquest of France? What help did the French receive from Scotland? (15)

6. Give some account of (a) the Peasants' Revolt, (b) the struggle between James II and the House of Douglas. (15)

7. What events decreased the power of the Papacy between the death of Innocent III and the capture of Constantinople by the Turks? (15)

SUB-SECTION (2). MIDDLE PERIOD (1485-1763).

8. Compare the causes of the Reformation in England and the Reformation in Scotland, and the circumstances in which they took place. (15)

9. Trace the relations between England and Spain from the death of Edward VI to the death of James VI and I. (15)

10. **Either** (a) Illustrate and account for the origin and development of the English Colonies in the 17th century. (15)

Or (b) Explain the importance in Scottish History of
(a) the National Covenant of 1638 and
(b) the Solemn League and Covenant. (15)

11. Discuss *one* of the following topics :—

- (a) the intervention of France in the Thirty Years' War ;
- (b) the Parliaments of the Commonwealth and Protectorate ;
- (c) the foreign policy of Charles II ;
- (d) the causes of the Revolution of 1688-9. (15)

12. Contrast the aims and the policy of Walpole, the elder Pitt, and Lord Bute. (15)

SUB-SECTION (3). MODERN PERIOD (1763-1932).

13. When and how did British colonial policy abandon the principles which had led to the loss of the American colonies? Illustrate your answer from the history of Canada. (15)

14. Indicate the causes which produced a large increase in the national wealth in the years between 1763 and 1832. (15)

15. Discuss *one* of the following topics :—

- (a) sea power in the Great French War (1793-1815) ;
- (b) the settlement of Europe after Waterloo ;
- (c) the influence of *either* John Henry Newman *or* Thomas Chalmers upon the religious movements in the second quarter of the 19th century ;
- (d) the development of British South Africa since 1815. (15)

16. Give some account of the causes of the Indian Mutiny and of the constitutional changes that followed it. (15)

17. Trace the career, and estimate the achievements, of *one* of the following statesmen :—George Canning, Sir Robert Peel, Benjamin Disraeli, William Ewart Gladstone. (15)

18. Compare the causes of the fall of the Emperor Napoleon III with those of the fall of the Emperor William II of Germany. (15)

19. Give some account of *one* of the following :—

- (a) the new European States created by the Treaty of Versailles (1919) ;
- (b) the influence of the Great War upon the status of the British Overseas Dominions. (15)

LATIN

LOWER GRADE

Friday, 18th March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into English :—

Hannibal upbraids his cowardly troops when they are facing the Romans under Marcellus near Nola in Campania (215 B.C.).

Hannibal dixit milites alios se in hiberna Capuam duxisse, alios inde eduxisse. “ Legatumne Romanum et legionis unius atque alae vix toleratis pugnam, quos duo exercitus consulares nunquam sustinuerunt? Marcellus tirone milite ac Nolanis subsidiis inultus nos iam iterum lacescit. ubi ille miles meus est, qui derepto ex equo C. Flaminio consuli caput abstulit? ubi, qui L. Paullum ad Cannas occidit? ferrum nunc hebet⁽¹⁾? an dextrae torpent? an quid prodigii est aliud? qui pauci plures vincere soliti estis, nunc paucis plures vix resistitis. Romam vos expugnaturus, si quis duceret, fortes lingua, gloriabamini. en, minor res est: hic experiri vim virtutemque volo. expugnate Nola, campestris urbem, non flumine, non mari saeptam. hinc vos ex tam opulenta urbe praeda spoliisque onustos vel ducam quo voletis vel sequar.” (30)

(1) hebere = to be blunt.

2. Translate into English :—

An eclipse of the moon inspires gloomy thoughts in the minds of Alexander the Great's soldiers.

Biduum ibi rex castra habuit : in proximum diem iter pronuntiari iussit. sed prima vigilia luna deficiens primum nitorem suum celavit, deinde sanguinis colore suffuso lumen totum foedavit ⁽¹⁾, attonitisque spectaculo insolito militibus ingens primo sollicitudo dein formido iniecta est. dis invitis in ultimas terras trahi se querebantur : iam nec flumina posse adiri nec sidera pristinum servare fulgorem : vastas terras, deserta omnia occurrere : ut unus homo se victoria iactaret, tot milium sanguinem impendi. iam prope seditionem res erat, cum rex ad omnia interritus duces principesque militum frequentes adesse praetorio Aegyptiosque vates, quos siderum peritissimos esse credebat, quid sentirent declarare iubet. (20)

(1) darkened.

3. Translate into Latin :—

- (1) Send the money to me at Rome.
- (2) My brother and I hid the bone from the dog.
- (3) He warned me not to drink too much wine.
- (4) It is illegal to take fish from this river.
- (5) So great was the storm that I could not go outside.
- (6) You promised you would come to me next day.
- (7) Strange to say, no one saw how the thief escaped.
- (8) How many boys bought the book and read it ?

(24)

4. Give the Latin words (with meaning) from which the principal parts of each of the following words are derived (verbs need not be conjugated) :—solution, obtuse, procrastinate, maintenance, sustain, revenue, candidate, depreciation, commodity, suicide, explain, confiscate. (6)

LATIN

HIGHER GRADE—(FIRST PAPER)

Friday, 18th March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Translate the following passages into English :—

1. *Cicero explains his personal interest in the defence of P. Sestius before reminding the jury of the general state of mourning decreed by the Senate on his own behalf.*

Etsi me attentissimis animis summa cum benignitate auditis, iudices, tamen vereor ne quis forte vestrum miretur quid haec mea oratio tam longa aut tam alte repetita velit, aut quid ad P. Sesti causam eorum qui ante huius tribunatum rem publicam vexarunt delicta pertineant. mihi autem hoc propositum est ostendere, omnia consilia P. Sesti mentemque totius tribunatus hanc fuisse, ut adflictae et perditae rei publicae quantum posset mederetur. ac si in exponendis vulneribus illis de me ipso plura dicere videbor, ignoscitote ; nam et illam meam cladem vos et omnes boni maximum esse rei publicae vulnus iudicastis, et P. Sestius est reus non suo, sed meo nomine : qui cum omnem vim sui tribunatus in mea salute consumpserit, necesse est meam causam praeteriti temporis cum huius praesenti defensione esse coniunctam.

Erat igitur in luctu senatus, squalibat⁽¹⁾ civitas publico consilio veste mutata, nullum erat Italiae municipium, nulla colonia, nulla praefectura, nullum conlegium aut concilium aut omnino aliquod commune consilium quod tum non honorificentissime de mea salute decrevisset : cum subito edicunt duo consules ut ad suum vestitum senatores redirent.

⁽¹⁾ was in mourning.

2. *After a life of toil, the innocent ox falls a victim to the plague.*

Ecce autem duro fumans sub vomere taurus
 concidit et mixtum spumis vomit ore cruorem
 extremosque ciet gemitus. it tristis arator
 maerentem abiungens fraterna morte iuvenum,
 atque opere in medio defixa relinquit aratra.
 non umbræ altorum nemorum, non mollia possunt
 prata movere animum, non qui per saxa volutus
 purior electro⁽¹⁾ campum petit amnis; at ima
 solvuntur latera atque oculos stupor urguet inertes,
 ad terramque fluit devexo pondere cervix.
 quid labor aut benefacta iuvant? quid vomere terras
 invertisse graves? atqui non Massica Bacchi
 munera, non illis epulæ nocuere repostæ⁽²⁾:
 frondibus et victu pascuntur simplicis herbae,
 pocula sunt fontes liquidi atque exercita cursu
 flumina, nec somnos abrumpit cura salubres.

(1) amber.

(2) = repositæ.

(30)

3. *The Romans under Suetonius invade Anglesey.*

Igitur Monam insulam, incolis validam et receptaculum
 perfugarum, adgredi parat, navesque fabricatur plano
 alveo⁽¹⁾ adversus maris altitudinem incertam. sic pedites;
 equites vado secuti aut altiores inter undas adnantes equis
 transierunt. stabat pro litore diversa acies, densa armis
 virisque, intercurstantibus feminis; in modum Furiarum
 veste ferali⁽²⁾, crinibus deiectis faces praeferabant; Druidae-
 que circum, preces sublatis ad caelum manibus fundentes,
 novitate aspectus perculere militem ut quasi haerentibus
 membris immobile corpus vulneribus praeberent. dein inter
 cohortationes ducis se ipsi stimulant ne muliebri et
 fanaticum agmen pavescerent, inferunt signa sternuntque
 obvios et igni suo involvunt. praesidium posthac impositum
 victis, excisique luci saevis superstitionibus sacri: nam
 cruore captivo adolere⁽³⁾ aras et hominum fibris⁽⁴⁾ consulere
 deos fas habebant. haec agenti Suetonio repentina defectio
 provinciae nuntiatur.

(1) bottom.

(2) black, funereal.

(3) cover, sprinkle.

(4) entrails.

(25)

LATIN

HIGHER GRADE—(SECOND PAPER)

Friday, 18th March—1.30 P.M. to 3.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into Latin prose :—

Hannibal, who after the passage of the Rhone⁽¹⁾ had in a great assembly of the army explained to his troops the object of his expedition, and had brought forward the Celtic chief Magilus himself to address them through an interpreter,⁽²⁾ meanwhile continued his march to the passes⁽³⁾ of the Alps without obstruction. Which of these passes he should choose, could not be at once determined either by the shortness of the route or by the disposition of the inhabitants, although he had no time to lose either in circuitous routes or in combat. He had necessarily to select a route which should be practicable for his baggage, his numerous cavalry and his elephants, and in which an army could procure sufficient means of subsistence either by friendship or by force ; for, although Hannibal had made preparations to convey provisions after him on beasts of burden, these could only meet for a few days the wants of so vast a host.

⁽¹⁾ Rhodanus.⁽²⁾ interpretes.⁽³⁾ saltus.

(40)

2. Translate into Latin :—

(1) Do not imagine that because you are younger you are happier.

(2) The treaty was made on the 3rd of November, a hundred years after the foundation of the city.

(3) He seemed to forget the words, whenever he had to speak in the presence of the pupils.

(4) He should have given as large a reward to the one slave as he gave to the other.

(5) Surely you can tell me the kind of house you live in, and the distance it is from the sea ?

(6) I am tired of punishing you as an example to others.

(20)

GREEK

LOWER GRADE

Monday, 21st March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into English :—

Cyrus urges his allies to give aid to Gadatas.

"Ἄνδρες σύμμαχοι, Γαδάτας διέπραξεν ἃ δοκεῖ πᾶσιν ἡμῖν πολλοῦ ἄξια εἶναι, καὶ ταῦτα πρὶν καὶ ὅτιοῦν ἀγαθὸν ὑφ' ἡμῶν παθεῖν. νῦν δὲ ὁ Ἀσσύριος εἰς τὴν χώραν αὐτοῦ ἐμβαλεῖν ἀγγέλλεται, ἅμα μὲν τιμωρεῖσθαι αὐτὸν βουλόμενος, ὅτι δοκεῖ ὑπ' αὐτοῦ μεγάλα βεβλάφθαι· ἅμα δὲ ἴσως κάκεῖνο ἐννοεῖται ὥς εἰ οἱ μὲν πρὸς ἡμᾶς ἀφιστάμενοι μηδὲν ὑπ' ἐκείνου κακὸν πείσονται, οἱ δὲ σὺν ἐκείνῳ ὄντες ὑφ' ἡμῶν ἀπολοῦνται, τάχα οὐδένα εἰκὸς ἐστὶ σὺν αὐτῷ βουλησέσθαι εἶναι. νῦν οὖν, ὦ ἄνδρες, καλὸν τι ἂν μοι δοκοῦμεν ποιῆσαι, εἰ προθύμως Γαδάτα βοηθήσαιμεν ἀνδρὶ εὐεργέτῃ· καὶ ἅμα δίκαια ποιοῖμεν ἂν χάριν ἀποδιδόντες· ἀλλὰ μὴν καὶ σύμφορά γ' ἂν, ὥς ἐμοὶ δοκεῖ, πράξαιμεν ἡμῖν αὐτοῖς. εἰ γὰρ πᾶσι φαινοίμεθα τοὺς μὲν κακῶς ποιοῦντας κακῶς ποιοῦντες, τοὺς δ' εὐεργετοῦντας ἀγαθοῖς ὑπερβαλλόμενοι, εἰκὸς ἐστὶν ἐκ τῶν τοιούτων φίλους μὲν πολλοὺς ἡμῖν βούλεσθαι γίγνεσθαι, ἐχθρὸν δὲ μηδένα ἐπιθυμεῖν εἶναι.

(30)

2. Translate into English :—

Part of a narrative of the Peloponnesian War.

"Ἀμα δὲ τῷ ἥρι εὐθύς τοῦ ἐπιγιγνομένου θέρους οἱ Ἀργεῖοι, ὥς οἱ τε πρέσβεις τῶν Βοιωτῶν οὓς ἔφασαν πέμψειν οὐχ ἥκον, τό τε Πάνακτον ἦσθοντο καθαιρούμενον καὶ ξυμμαχίαν ἰδίαν

γεγεννημένην τοῖς Βοιωτοῖς πρὸς τοὺς Λακεδαιμονίους, ἔδεισαν μὴ μονωθῶσι καὶ ἐς Λακεδαιμονίους πᾶσα ἡ ξυμμαχία χωρήσῃ· τοὺς γὰρ Βοιωτοὺς ὄντο πεπεισθαι ὑπὸ Λακεδαιμονίων τό τε Πάνακτον καθελεῖν καὶ ἐς τὰς Ἀθηναίων σπονδὰς ἐσιέναι, τοὺς τε Ἀθηναίους εἰδέναι ταῦτα, ὥστε οὐδὲ πρὸς Ἀθηναίους ἔτι σφίσιν εἶναι ξυμμαχίαν ποιήσασθαι· πρότερον γὰρ ἤλπιζον ἐκ τῶν διαφορῶν, εἰ μὴ μείνειαν αὐτοῖς αἱ πρὸς Λακεδαιμονίους σπονδαί, τοῖς γοῦν Ἀθηναίοις ξύμμαχοι ἔσεσθαι. (20)

3. Translate into Greek :—

- (1) This city is larger than the other.
- (2) He ended his march on the fourth day.
- (3) They used the same weapons as Cyrus.
- (4) Never strike a child.
- (5) I value his friendship highly.
- (6) He denies that he is an enemy.
- (7) Did you refuse to set free the slave at their command?
- (8) You replied that he deserved to die.
- (9) They ran away, to avoid a greater danger.
- (10) Some have come by this road, some by that.

(20)

4. (a) Give the Greek words (with their meanings) from which the principal parts of the following words are derived (verbs need not be conjugated) :—

• symptom, phthisis, bigamy, eupeptic, surgeon.

(b) Give the meaning of each of the following, and an English word derived from each :—

λαμβάνειν, τρέπειν, σκοπεῖν, ὕδωρ, παῖς.

(10)

GREEK

HIGHER GRADE—(FIRST PAPER)

Monday, 21st March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Translate into English :—

1. *Demosthenes describes how Hegestratus and the defendant attempted to scuttle a ship.*

ὁ μὲν οὖν Ἡγέστρατος, ὡς ἀπὸ τῆς γῆς ἀπῆραν δυοῖν ἡ τριῶν ἡμερῶν πλοῦν, καταβάς τῆς νυκτὸς εἰς κοίλην ναῦν, διέκοπτε τοῦ πλοίου τὸ ἔδαφος. οὗτοσὶ δ', ὡς οὐδὲν εἰδώς, ἄνω μετὰ τῶν ἄλλων ἐπιβατῶν διέτριβεν. φόφου δὲ γενομένου, αἰσθάνονται οἱ ἐν τῷ πλοίῳ ὅτι κακόν τι ἐν κοίλῃ νηὶ γίνεται, καὶ βοηθοῦσι κάτω. ὡς δ' ἡλίσκεθ' ὁ Ἡγέστρατος καὶ δίκην δώσειν ὑπέλαβεν, φεύγει καὶ διωκόμενος ῥίπτει αὐτὸν εἰς τὴν θάλατταν, διαμαρτῶν δὲ τοῦ λέμβου⁽¹⁾ διὰ τὸ νύκτ' εἶναι, ἀπεπνίγη. ἐκεῖνος μὲν οὕτως, ὥσπερ ἄξιός ἦν, κακὸς κακῶς ἀπώλετο, ἃ τοὺς ἄλλους ἐπεβούλευσε ποιῆσαι, ταῦτα παθὼν αὐτός. οὗτοσὶ δ' ὁ κοινωνὸς αὐτοῦ καὶ συνεργὸς τὸ μὲν πρῶτον, ὡς οὐδὲν εἰδώς, ἀλλ' ἐκπεπληγμένος καὶ αὐτός, ἔπειθε τοὺς ναύτας εἰς τὸν λέμβον ἐκβαίνειν καὶ ἐκλιπεῖν τὴν ναῦν διὰ τᾶχους, ὡς ἀνεπίστου τῆς σωτηρίας οὔσης καὶ καταδυσομένης τῆς νεὸς αὐτίκα μάλα, ἴν', ὅπερ διανοήθησαν, τοῦτ' ἐπιτελεσθεῖν καὶ ἡ ναῦς ἀπόλοιτο. ἐναντιωθέντος δὲ τοῦ παρ' ἡμῶν συμπλέοντος, καὶ τοῖς ναύταις μισθούς, εἰ διασώσειαν τὴν ναῦν, μεγάλους ἐπαγγειλαμένου, ἐσώθη εἰς Κεφαλληνίαν ἡ ναῦς διὰ τοὺς θεοὺς μάλιστά γε, εἴτα καὶ διὰ τὴν τῶν ναυτῶν ἀρετήν.

(35)

⁽¹⁾ dinghy, small boat.

2. *Pericles, in spite of his speech, is fined, but regains his influence soon afterwards.*

Τοιαῦτα ὁ Περικλῆς λέγων ἐπειρᾶτο τοὺς Ἀθηναίους τῆς τε ἐπ' αὐτὸν ὀργῆς παραλύειν καὶ ἀπὸ τῶν παρόντων δεινῶν ἀπάγειν τὴν γνώμην. οἱ δὲ δημοσίᾳ μὲν τοῖς λόγοις ἀνεπειθόντο καὶ οὔτε πρὸς τοὺς Λακεδαιμονίους ἔτι ἔπεμπον ἔς τε τὸν πόλεμον μᾶλλον ὥρμηντο, ἰδίᾳ δὲ τοῖς παθήμασιν ἐλυποῦντο, ὁ μὲν δῆμος ὅτι ἀπ' ἐλασσόνων ὀρμώμενος ἐστέρητο καὶ τούτων, οἱ δὲ δυνατοὶ καλὰ κτήματα κατὰ τὴν χώραν ἐν οἰκοδομίαις τε καὶ πολυτελέσι κατασκευαῖς ἀπολωλεκότες, τὸ δὲ μέγιστον, πόλεμον ἀντ' εἰρήνης ἔχοντες. οὐ μέντοι πρότερόν γε οἱ ξύμπαντες ἐπαύσαντο ἐν ὀργῇ ἔχοντες αὐτὸν πρὶν ἐζημίωσαν χρήμασιν. ὕστερον δ' αὖθις οὐ πολλῶ, ὅπερ φιλεῖ ὁμιλος ποιεῖν, στρατηγὸν εἵλοντο καὶ πάντα τὰ πράγματα ἐπέτρεψαν, πλείστου ἄξιον νομίζοντες εἶναι. ὅσον τε γὰρ χρόνον προὔστη τῆς πόλεως ἐν τῇ εἰρήνῃ, μετρίως ἐξηγεῖτο καὶ ἀσφαλῶς διεφύλαξεν αὐτήν, καὶ ἐγένετο ἐπ' ἐκείνου μεγίστη· ἐπεὶ τε ὁ πόλεμος κατέστη, φαίνεται καὶ ἐν τούτῳ προγνούς τὴν δύναμιν.

(30)

3. **Either (a) or (b)—**

(a) *Scene in the palace of Odysseus after the slaying of the suitors.*

“Ὡς ἔφαθ', οἱ δ' ἄρα τοῦ μάλα μὲν κλύον ἡδ' ἐπίθοντο. πρῶτα μὲν οὖν λούσαντο καὶ ἀμφιέσαντο χιτῶνας, ὥπλισθεν δὲ γυναῖκες· ὁ δ' εἴλετο θεῖος ἄοιδος φόρμιγγα γλαφυρήν, ἐν δὲ σφισιν ἴμερον ὥρσε μολπῆς τε γλυκερῆς καὶ ἀμύμονος ὀρχηθμοῖο. τοῖσιν δὲ μέγα δῶμα περιστεναχίζετο ποσσὶν ἀνδρῶν παιζόντων καλλιζώνων τε γυναικῶν. ὧδε δὲ τις εἶπεσκε δόμων ἔκτοσθεν ἀκούων·
 “ἦ μάλα δὴ τις ἔγημε πολυμνήστην βασιλείαν·
 σχετλίη, οὐδ' ἔτλη πόσιος οὗ κουριδίοιο
 εἶρυσθαι μέγα δῶμα διαμπερές, ἥος ἵκοιτο.”

“Ὡς ἄρα τις εἶπεςκε, τὰ δ’ οὐκ ἴσαν ὥς ἐτέτυκτο.
 αὐτὰρ Ὀδυσσῆα μεγαλήτορα ᾧ ἐνὶ οἴκῳ
 Εὐρυνόμῃ ταμίῃ λοῦσεν καὶ χρῖσεν ἐλαίῳ,
 ἀμφὶ δέ μιν φᾶρος καλὸν βάλεν ἡδὲ χιτῶνα. (30)

(b) *Agamemnon tells the story of his wife and her sister Helen.*

Ἐγένοντο Λήδᾳ Θεστιάδι τρεῖς παρθένοι,
 Φοίβῃ Κλυταιμῆστρα τ’, ἐμὴ ξυνάορος,
 Ἐλένη τε ταύτης οἱ τὰ πρῶτ’ ὠλβισμένοι
 μνηστῆρες ἦλθον Ἑλλάδος νεανίαι.
 δειναὶ δ’ ἀπειλαὶ καὶ κατ’ ἀλλήλων φόνος
 ξυνίσταθ’, ὅστις μὴ λάβοι τὴν παρθένον.
 τὸ πρᾶγμα δ’ ἀπόρως εἶχε Τυνδάρει πατρί,
 δοῦναί τε μὴ δοῦναί τε, τῆς τύχης ὅπως
 ᾤψαιτ’ ἄθραυστα.⁽¹⁾ καὶ νιν εἰσῆλθεν τάδε·
 ὅρκους συνάψαι δεξιᾶς τε συμβαλεῖν
 μνηστῆρας ἀλλήλοισι καὶ δι’ ἐμπύρων
 σπονδὰς καθεῖναι κάπαράσασθαι⁽²⁾ τάδε·
 ὅτου γυνὴ γένοιτο Τυνδαρις κόρη,
 τούτῳ συναμνεῖν, εἴ τις ἐκ δόμων λαβὼν
 οὔχοιτο τόν τ’ ἔχοντ’ ἀπωθοίῃ λέχους,
 κάπιστρατεύσειν καὶ κατασκάψει πόλιν
 Ἑλλήν’ ὁμοίως βάρβαρόν θ’ ὅπλων μέτα. (30)

⁽¹⁾ adjective adverbially, “without being broken,” “without suffering shipwreck.”

⁽²⁾ ἐπαράσθαι, “swear,” “vow.”

GREEK

HIGHER GRADE—(SECOND PAPER)

Monday, 21st March—1.30 P.M. to 3.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into Greek:—

After we had reached a certain place on the coast we landed. Before we dined, one of the sailors came up to me and said that he wanted to speak to me about something that concerned myself. I requested him to proceed. "Do you know," said he, "for what purpose you are making this voyage, and where you are going?" I replied that, though I was the owner of the ship, I did not know. "Then," said he, "I will tell you; for you ought to be informed, that you may know how to act. You are going to bring an exile whom the Athenians have twice condemned to death, from Methone to Thasos. Now, if you are wise, you will not permit any exile to come on board your ship; for it is prohibited by the laws."

(35)

2. Translate into Greek:—

- (1) Whenever he met anyone who had suffered harm on his account, he asked him for pardon.
- (2) I will return you the money, on condition that you never come here again.
- (3) Although he had been often wounded, he never ceased fighting.
- (4) Do not make a decision until you have heard both sides.

(12)

3. (a) Scan the following lines, naming the metre of each:—

(i) πέντε δέ τοι φίλοι υἱες ἐνὶ μεγάροις γεγάσι.

(ii) ἐγένοντο Λήδα Θεστιάδι τρεῖς παρθένοι.

(b) Give the first person singular of the future, aorist and perfect indicative active of the following verbs:—

αὔξάνω, γαμέω, εὐρίσκω, λαυθάνω, πίμπλημι, τέμνω.

(8)

FRENCH
LOWER GRADE

Thursday, 17th March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into English :—

Les Normands.

Les Normands venaient, pour piller, des pays du Nord ; ils remontaient le cours des fleuves dans leurs barques légères. Chaque barque obéissait à un roi. Mais ce chef n'était roi que sur mer et dans le combat ; car, à l'heure du festin, toute la troupe s'asseyait, et les coupes remplies de bière passaient de main en main sans qu'il y eût ni premier ni dernier. Le roi de mer était partout suivi avec fidélité et toujours obéi avec zèle, parce qu'il était toujours renommé le plus brave entre les braves, comme celui qui n'avait jamais dormi sous un toit de planches, qui n'avait jamais vidé la coupe auprès d'un foyer abrité.

Égaux sous un pareil chef, les pirates danois cheminaient gaiement sur la route des cygnes, comme disent les vieilles poésies nationales. Les violents orages des mers du Nord dispersaient et brisaient leurs frêles navires ; tous ne rejoignaient pas le vaisseau du chef au signe de ralliement ; mais ceux qui survivaient à leurs compagnons naufragés n'en avaient ni moins de confiance, ni plus de souci ; ils se riaient des vents et des flots qui n'avaient jamais pu leur nuire.

A. Thierry. (25)

2. Translate into English :—

Prascovie marchait un soir le long des maisons d'un village, pour chercher un logement, lorsqu'un paysan qui venait de lui refuser très durement l'hospitalité la suivit et la rappela. C'était un homme âgé, de très mauvaise mine. La jeune fille hésita si elle accepterait son offre, et se laissa cependant conduire chez lui, craignant de ne pas obtenir un autre gîte. Elle ne trouva dans la chaumière qu'une femme

âgée, et dont l'aspect était encore plus sinistre que celui de son conducteur. Ce dernier ferma soigneusement la porte et les fenêtres. En la recevant dans leur maison, ces deux personnes lui firent peu d'accueil : elles avaient un air si étrange que Prascovie éprouvait une certaine crainte, et se repentait de s'être arrêtée chez elles. On la fit asseoir. On lui donna quelques pommes de terre, et dès qu'elle les eut mangées, son hôtesse lui conseilla d'aller se coucher. La jeune fille, qui commençait fortement à soupçonner ses hôtes d'être des voleurs, aurait volontiers donné le reste de son argent pour être délivrée de leurs mains.

Xavier de Maistre. (25)

3. Translate into French :—

Last week we spent a long day at the sea-side. The cook had prepared an excellent lunch, and the weather was magnificent. We went by motor-car and in half-an-hour we had arrived at the beach. Mary was delighted, for she loves to play on the sand. John and his little friend Peter built castles and tried to catch fish. Then the children bathed, while mother and I read our books. In the afternoon, as the sea was quite calm, we hired⁽¹⁾ a boat and spent a pleasant hour on the water without going far from the shore. We were back about seven o'clock, all very pleased with our day.

(15)

(1) hire = louer.

4. Translate into French :—

(1) I hope you will come to see me in France.

(2) Where were you yesterday morning, when I came home ?

(3) I told him everything I knew about the thief.

(4) I have a headache and I am going to lie down in my bedroom.

(5) They want us to tell them where we are going to-morrow.

(6) When he comes please give him this book.

(7) Go and tell him that I have been waiting for him for a quarter of an hour.

(15)

FRENCH

HIGHER GRADE—(FIRST PAPER)

Thursday, 17th March—10 A.M. to 12 NOON

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Translate carefully, with due attention to English form and expression :—

1. *La Mission de Jeanne d'Arc.*

Si elle pleurait, dans un si grand bonheur, ce n'était pas sans raison. Quelque belles et glorieuses que fussent ces visions, sa vie dès lors avait changé. Elle qui n'avait entendu jusque-là qu'une voix, celle de sa mère, dont la sienne était l'écho, elle entendait maintenant la puissante voix des anges. Et que voulait la voix céleste ? Qu'elle délaissât cette mère, cette douce maison. Elle qu'un seul mot déconcertait, il lui fallait aller parmi les hommes, parler aux hommes, aux soldats. Il fallait qu'elle quittât pour le monde, pour la guerre, ce petit jardin sous l'ombre de l'église, où elle n'entendait que les cloches et où les oiseaux mangeaient dans sa main. Car tel était l'attrait de douceur qui entourait la jeune sainte ; les animaux et les oiseaux du ciel venaient à elle, comme jadis aux Pères du désert, dans la confiance de la paix de Dieu. Jeanne ne nous a rien dit de ce premier combat qu'elle soutint. Mais il est évident qu'il eut lieu et qu'il dura longtemps, puisqu'il s'écoula cinq années entre sa première vision et sa sortie de la maison paternelle.

—*Michelet.* (25)

2. *La vieille Bible.*

Mes deux frères et moi, nous étions tout enfants.
Notre mère disait : Jouez, mais je défends
Qu'on marche dans les fleurs et qu'on monte aux
échelles.

Nous montions pour jouer au grenier du couvent,
Et là, tout en jouant, nous regardions souvent
Sur le haut d'une armoire un livre inaccessible.

Nous grimpâmes un jour jusqu'à ce livre noir ;
 Je ne sais pas comment nous fîmes pour l'avoir,
 Mais je me souviens bien que c'était une Bible.
 Ce vieux livre sentait une odeur d'encensoir.⁽¹⁾
 Nous allâmes ravis dans un coin nous asseoir.
 Des estampes⁽²⁾ partout ! quel bonheur ! quel délire !
 Nous l'ouvrîmes alors tout grand sur nos genoux,
 Et dès le premier mot il nous parut si doux
 Qu'oubliant de jouer nous nous mîmes à lire.
 Nous lûmes tous les trois ainsi, tout le matin,
 Joseph, Ruth et Booz, le bon Samaritain,
 Et toujours plus charmés, le soir nous le relûmes.
 Tels des enfants, s'ils ont pris un oiseau des cieux,
 S'appellent en riant et s'étonnent, joyeux,
 De sentir dans leur main la douceur de ses plumes.

—V. Hugo. (20)

⁽¹⁾ encensoir = " censer " (in which incense is burned).

⁽²⁾ estampe = engraving, picture.

3. **Either (a) or (b) :—**

- (a) *Nero has caused his rival Britannicus to be poisoned. In this scene Agrippina, mother of Nero, and Burrhus, the wise counsellor, express their horror at the crime and their fears for the future.*

Agrippine. Ah Ciel ! de mes soupçons quelle était l'injustice !
 Je condamnais Burrhus, pour écouter Narcisse.
 Burrhus, avez-vous vu quels regards furieux
 Néron en me quittant m'a laissés pour adieux ?
 C'en est fait ; le cruel n'a plus rien qui l'arrête ;
 Le coup qu'on m'a prédit va tomber sur ma tête.
 Il vous accablera vous-même à votre tour.

Burrhus. Ah ! Madame, pour moi, j'ai vécu trop d'un jour.
 Plût au ciel que sa main, heureusement cruelle,
 Eût fait sur moi l'essai de sa fureur nouvelle !
 Qu'il ne m'eût pas donné, par ce triste attentat,
 Un gage trop certain des malheurs de l'État !
 Son crime seul n'est pas ce qui me désespère ;
 Sa jalousie a pu l'armer contre son frère ;
 Mais s'il vous faut, Madame, expliquer ma douleur,
 Néron l'a vu mourir sans changer de couleur.
 Ses yeux indifférents ont déjà la constance
 D'un tyran dans le crime endurci dès l'enfance.

—Racine. (20)

(b)

Un Loch écossais.

Quelques semaines plus tard, j'étais en Écosse, et je parcourais les *highlands* de l'ouest. Par une belle journée qu'éclairait un soleil splendide, je tournai la pointe de cet admirable Loch-Fine, qui surpasse le Loch Lomond en beauté sauvage et en grandiose variété. Ce n'est pas proprement un lac, c'est un bras de mer qui, étroit et long comme un fleuve, pénètre fort avant au cœur des montagnes, tantôt encaissé dans les rocs, tantôt bordé par de vertes forêts. Grâce à lui, la marée et les vaisseaux de mer sont transportés comme par enchantement dans des régions que l'on croirait à cent lieues de la côte. C'est surtout la pointe extrême qui est pittoresque. Les hauteurs boisées, couvertes de noirs sapins et de chênes séculaires, y forment comme une couronne. Par-ci, par-là, une riante vallée, fermée en arrière par des collines ou par un épais rideau d'arbres gigantesques, envoie au *loch* les eaux bruyantes d'un torrent. Autrefois peut-être ce coin de terre n'était qu'une solitude inhospitalière ; l'industrie humaine en a fait un petit paradis.

—*Maurice Hartmann.* (20)

FRENCH

HIGHER GRADE—(SECOND PAPER)

Thursday, 17th March—1.30 P.M. to 2 P.M.

This Paper must not be seen by any Candidate.

To be read out by the Teacher at 1.30 p.m. in the presence of the Supervising Officer.

To be written by the Candidates on the separate sheets provided, which must be collected before the Second French Paper is distributed.

DIRECTIONS FOR TEACHER.

1. *Read the passage aloud distinctly and deliberately, but not slowly, the object being to bring out the meaning of the whole as clearly as possible. Observe the liaisons as marked.*
2. *Inform the candidates that they may not ask for the repetition of any word or phrase.*

3. Dictate the passage slowly, repeating each group of words (as indicated by vertical lines) twice over, and pronouncing every word very distinctly. The punctuation should be indicated thus :—(.) 'un point,' (,) 'virgule.'
4. After an interval of five minutes read the text over again in the same manner as on the first occasion, but do not on any account repeat separate words at the request of individual candidates.

DICTATION.

La vieille Maison.

Dans un vallon discret | où court un ruisseau, | au milieu des grands arbres, | on aperçoit de loin | le toit rouge de la vieille demeure. | C'est une maison modeste, | sans luxe et sans ornements, | mais dont l'ensemble | a je ne sais quoi de réjouissant, | d'honnête et d'hospitalier. | Les murs épais protègent bien | contre la chaleur et le froid. | Le toit élevé, | recouvert de bonnes tuiles, | abrite un vaste grenier, | où le linge peut sécher | ainsi que les fruits | et les pommes de terre. | Les fenêtres, | un peu étroites | pour mieux résister au vent, | et munies encore de leurs petits carreaux, | sont encadrées de vigne vierge. | Longez ce vieux mur | revêtu de lierre et de mousse | et poussez la petite porte verte. | La clochette tinte | et les merles et les fauvettes, | qui bavardaient dans la verdure, | s'envolent par douzaines | en accrochant les branches | d'où la rosée tombe | comme une pluie de perles | sur les violettes du gazon. | Rien d'aimable et de charmant | comme ces vieilles demeures | où le fils venait pieusement | prendre la place du père | et, | satisfait, | ayant fourni sa tâche, | achevait de vivre tranquillement | sous le toit où il était né. |

(10)

FRENCH

HIGHER GRADE—(SECOND PAPER)

Thursday, 17th March—2.15 P.M. to 4.15 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into French :—

When they reached the house with the closed shutters, the lady seemed to hesitate. Then by certain signs she recognised a door and, going up to it, she said : " This is the house I asked you to bring me to ; a thousand thanks for your kindness, which has saved me from all the dangers I should have been exposed to if I had come alone. But now it is time to keep your word. Go away at once and promise not to wait till I come out."—"And won't you have any further danger to fear, coming back ?"—"Nothing but robbers, and what could they take from me ? I haven't a farthing."—"You forget the embroidered handkerchief, the one I found at your feet and put back in your pocket."—"Do be quiet. Do you wish to ruin me ?"—"You see you are still in danger, since one word makes you tremble," cried the young officer, seizing her hand. "Look here ! Be more generous, trust me. Have you not read in my eyes that I love you ?"—"Yes : so I will tell you my own secrets : other people's are a different matter."—"Very well, I shall have to discover them myself : these secrets must become mine." (40)

2. Translate into French :—

- (1) Although these two girls are very clever I do not like them so much as their eldest sister.
- (2) Tell them to make haste. We have been waiting for them for more than half-an-hour.
- (3) When we reached Bordeaux it was raining so heavily that we decided to spend the night there.
- (4) Don't be afraid to tell me all that happened last week.
- (5) He wanted us to come in and have a cup of tea, but we said we had to be back before eleven. (15)

3. Write in French a letter based on the following summary, adding any details you consider appropriate. The letter should be about one and a half times the length of your answer to Question 1, and should on no account exceed twice that length. **Failure to comply with this instruction may lead to a loss of marks :—**

Vous vous êtes foulé le pied et vous avez dû garder la chambre pendant une quinzaine de jours. Décrivez l'accident—le médecin qui vous a soigné—les visites de vos amis—lectures—jeux, etc. (20)

GERMAN

LOWER GRADE

Tuesday, 22nd March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing and for failure to use the German script in the answers to Questions 3 and 4.

1. Translate into English :—

Return to School after the Holidays.

Wie traurig, daß die Tage, die unsere Brüder während der Ferien bei uns zubrachten, nur zwölf Stunden hatten! Sie verflogen doppelt so schnell wie alle anderen Tage. Gar so bald war der Morgen wieder da, an dem die Gymnasiasten in die Schule zurückkehren mußten. Sie haben dort keine besonders guten Zeiten verlebt, aber nicht geklagt, denn sie waren tapfere kleine Buben. Trotzdem wußten wir genau, wie es ihnen ums Herz war, als sie in den Wagen stiegen, der sie zum Bahnhof bringen sollte. Noch ein Händedruck, noch eine Umarmung, noch ein tröstendes Wort Papas: „Wir sehen uns bald wieder!“ und fort waren sie. . . . Wir standen noch eine Weile im Hofe und winkten mit den Taschentüchern, als der Wagen aus dem Tore fuhr, im Bogen am Gartengitter vorbei, und nun rasch auf der abwärts führenden Straße hinunterrollte. Dann liefen wir an das Fenster und begleiteten die Reisenden in Gedanken. Jetzt sind sie am Ende des Schloßberges angelangt, jetzt geht es links eine Strecke auf ebenem Wege zwischen Feldern und Obstbäumen am Wassergraben vorbei, an dem die jungen Pappeln stehen, an der Wiese, auf der die vielen Gänse weiden. . . . Die Jungen, die uns dort in der Ferne verschwinden, die wenden sich jetzt gewiß noch einmal zurück und sagen zu einander: „Da sieht man's noch, das Schloß.“ Grüße flogen hin und her durch die Luft, Grüße einer Liebe, die felsenfest gestanden hat, unwandelbar im wechselvollen Leben.

2. Translate into English :—

The Huntsman's House.

Die Winde gehn ums kleine Jägerhaus,
Die Wälder rauschen in die Nacht hinaus.

Da drinnen schimmert warmes Lampenlicht —
Ein stilles Stübchen, traulich, eng, und schlicht.

Geweih und Rehgehörn als Schmuck der Wand,
Ein Falke drüber, der die Flügel spannt.

So still, so stille — nur die Wanduhr tickt,
Und vom Kamin der rote Glutschein zückt.

Der Jäger sitzt und pafft sein Pfeifchen stumm,
Der Rauch blaut nebelnd im Gemach herum.

Die blonde Frau lehnt still im Stuhl zurück
Und schaut ins Licht mit weitverträumtem Blick.

Sie hebt den Kopf nur lauschend dann und wann —
Weint nicht im Schlaf ihr Kindchen nebenan?

Doch nur die Wanduhr sagt ihr leis Ticktack:
Es geht — die Zeit — halt fest — halt fest — das Glück!

Und nur die Winde gehn ums Jägerhaus,
Die Wälder rauschen in die Nacht hinaus! (25)

3. Translate into German :—

(1) When is dinner? I am very hungry.

(2) I wonder what has happened.

(3) Such a beautiful picture must have cost a great deal.

(4) We learn German that we may speak, read and write it.

(5) He has gone into town, but he will not stay long,
on account of the rain. (15)

4. Translate into German :—

Dear Henry,

Many thanks for your long letter. I was really very pleased to hear from you and to learn that you and yours are well. I should like very much to accept your kind invitation, but I hardly think I can go to Germany this summer. But we shall see later. Meantime I shall save all my money, and if I am lucky it may be possible. My next letter will tell you definitely.

Again thanking you and with kindest regards,

Your affectionate friend,

John.

(15)

GERMAN

HIGHER GRADE—(FIRST PAPER)

Tuesday, 22nd March—10 A.M. to 12 NOON.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Translate carefully, with due attention to English form and expression :—

1. *An Unexpected Visitor.*

Die Frauen hatten sich entsetzt ins Zimmer zurückgezogen, und während die Mutter mit langsamen Schritten über den teppichbelegten Fußboden hin und her wandelte, saß Elisabeth am Tisch, die Hände über dem Buch gefaltet, das vor ihr aufgeschlagen lag, die Augen in einen großen Blumenstrauß versenkt, der in einem schönen venetianischen Glase stand, ein Geschenk ihres Vaters zum heutigen Tage. Ans Lesen konnte sie nicht denken, da das Gewitter ihre Stimme übertäubt hätte; minder noch an Schlaf; denn das Bild des wilden

Kaufhandels⁽¹⁾ stand noch immer ängstigend vor ihrer Seele. Sie horchte unverwandt hinaus. Ach Gott, betete sie fast unbewußt, laß doch alles gnädig ablaufen!—Eben flammte wieder ein Blitz durch das Fenster und die Spalte der Thür, die nur angelehnt war, um den Hauch der Gewitternacht in das dumpfe Zimmer zu lassen; da war es ihr, als sähe sie draußen auf der obersten Terrasse einen Schatten vorüberhuschen, der einen Augenblick hinter den Scheiben des Fensters auftauchte und dann wieder verschwand. Mutter, rief sie halblaut, wir wollen die Thür zuschließen; es ist jemand über die Mauer gestiegen und—

Sie konnte nicht ausreden, da wurde die Thür aufgestoßen, und ein Mann stürzte in das Zimmer. Um Gottes Barmherzigkeit, rief er, indem er halb in Erschöpfung, halb in der Geberde eines Flehenden vor Frau Helena in die Kniee sank, wer Ihr auch seid, edle Frau, rettet einen unschuldig Verfolgten!

⁽¹⁾ Brawl.

(25)

2.

Mother and Child.

Ein schwüler Sommerabend war's, ein trüber,
Ich ging fußwandernd im Gebirg allein,
Und ich bedachte mir im Dämmerſchein,
Was mir noch kommen ſoll, was ſchon vorüber.

Kein Windhauch zog, die ernſten Tale ruhten,
Und wunderbar war mir das Fernſte nah;
Der Tannwald ſtand ein feſter Bürge da,
Daß ſich noch alles wenden wird zum Guten.

Mir kam ein armes Bauernweib entgegen:
„Gelobt ſei Jeſus Chriſtus!“ ſprach ſie mir;
„In Ewigkeit!“ ſo dankt' ich freundlich ihr;
Es iſt der beſte Gruß auf dunklen Wegen.

Ihr folgt' ein kleines Mägdlein, halb erſchrocken,
Als ſie mich ſah und ich die Hand ihr bot;
Sie mühte ſich, mit einem Biſſen Brot
Ein zögernd Kälblein mit ſich heimzulocken.

„Komm, Kälbchen, komm!“ so rief das Kind dem Tiere;
 Das klang so innig, lieblich und vertraut,
 Daß ich der Unschuld heimatlichen Laut
 Aus meinem Herzen nimmermehr verliere.

Lang blickt' ich ihnen nach, bis sie verschwunden.
 Und daß ein Leben schön und glücklich nur,
 Wenn es sich schmiegt an Gott und die Natur,
 Hab' ich auf jenem Berge tief empfunden.

(25)

3. *Character Sketch of Attila, Leader of the Huns.*

Nirgend ist Attila Mittelpunkt der Sage, denn die Vieder der Hunnen sind mit dem Volke vom Erdboden verschwunden, aber bis zum Ende des Mittelalters wurden von der Phantasie der Germanen einige Züge seines wirklichen Antlitzes bewahrt. Er war mitten unter Germanen ein Orientale, von fremdartigem Aussehen und Charakter. Zwischen den großen Kriegsfürsten der Deutschen stand er mit kurzem Wuchs, breiter Brust, großem Kopf, fahl von Farbe, mit kleinen Augen, gestülpter Nase und dünnem Bartwuchs, häßlich wie sein Stamm. Aber seine Haltung war stolz, die Augen spähten durchdringend umher, er war von verschlagenem Geist, immer ein vornehmer Herr, der Miene und Wort sorglich hütete. Wie ein Prophet seines Volkes thronte er in erhabener Abgeschlossenheit über seinen Fürsten, nur wenigen Vertrauten war erlaubt ihn anzureden; in Tracht und Lebensweise war er von altertümlicher Einfachheit, enthaltsam in Speise und Trank. Er war ein erbarmungsloser Kriegsfürst, aber auch ein weitblickender Politiker und ein starker Herrscher. Über seine Treuen waltete er gnadenvoll wie ein Unsterblicher; höflich, gastfrei, freigebig, wußte er die Hochgesinnten durch Vertrauen zu gewinnen, die Begehrlichen durch reiche Gelegenheit zu Beute festzuhalten.

(20)

GERMAN

HIGHER GRADE—(SECOND PAPER)

Tuesday, 22nd March—1.30 P.M. to 2 P.M.

This paper must not be seen by any Candidate.

To be read out by the Teacher at 1.30 P.M. in the presence of the Supervising Officer.

To be written by the Candidates on the separate sheets provided, which must be collected before the Second German Paper is distributed.

DIRECTIONS FOR TEACHER.

1. Read the passage aloud distinctly and deliberately, but not slowly, the object being to bring out the meaning of the whole as clearly as possible.
2. Inform the Candidates that they may not ask for the repetition of any word or phrase, and warn them that marks will be deducted for failure to use the German script.
3. Dictate the passage slowly, repeating each group of words (as indicated by vertical lines) twice over, and pronouncing every word very distinctly. The punctuation should be indicated thus—(,) 'Komma', (.) 'Punkt'.
4. After an interval of five minutes read the text over again in the same manner as on the first occasion, but do not on any account repeat separate words at the request of individual candidates.

DICTATION.

Climbing Vesuvius.

Es wurde beschlossen | den Vesuv zu besteigen. | Der Berg lag vor uns, | von den Strahlen der untergehenden Sonne | malerisch beleuchtet, | und der dicke Rauch, | der seinem Gipfel entstieg, | ließ auf eine interessante Nacht hoffen. | Man kann sich überhaupt | nicht leicht etwas Schöneres denken | als diesen Vesuv, | besonders von der jenseitigen, | der Stadt abgewendeten Seite betrachtet. | Am Fuße | mit herrlichem Grün bedeckt, | schneiden sich die scharfen Umrisse | seiner höheren Teile | durch ihr

Schwarz | herrlich | von dem tiefblauen Himmel ab. |
 Dazu die glühende Rauchsäule | vom Gipfel | und das
 blaugrüne Meer | zu seinen Füßen. | Anfangs geht der
 Weg | sehr anmutig | zwischen Nebengehängen | und
 Baumgruppen, | aber bald wirft das Ungeheuer | den
 gleißenden Schein ab | und steht da, | schroff und kahl |
 und schwarz wie das Verderben. (10)

GERMAN

HIGHER GRADE—(SECOND PAPER)

Tuesday, 22nd March—2.15 P.M. to 4.15 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing and for failure to use the German script in the answers to Questions 1, 2(a) and 3.

1. Translate into German :—

One day a prince wandered into a great forest. On the approach of darkness he was unable to find any shelter and he did not know where to spend the night. Then he noticed a girl going to a little cottage, and when she approached he saw that she was young and beautiful. He spoke to her and said: "Pardon me, but is it possible for me to obtain food and shelter for the night here?" "Yes," said the girl in a sad tone, "but I advise you not to enter." "Why not?" asked the prince. She answered mournfully: "My stepmother does not like strangers and treats them cruelly." But as it was now quite dark and he could go no farther he entered without fear. An old woman sat by the fire in an armchair and looked at him with her red eyes. The daughter warned him to be careful neither

to eat nor to drink. He slept soundly and on the following morning when he was about to depart the old woman said: "Wait a moment and I shall give you something to drink before you go." (35)

2. (a) Translate into German:—

- (1) "I am sorry for having troubled you." "Don't mention it."
- (2) Though I send my brother many letters he does not answer them.
- (3) Some of us perhaps feel we ought to have worked more diligently.

(b) Translate into English:—

- (1) Rundfunkwetterbericht: Die Aussichten für Norddeutschland—warm und schwül—Gewitter nicht ausgeschlossen.
- (2) In Fällen dringender Gefahr kann durch Ziehen an dem mit Notbremse bezeichneten Handgriffe der Zug zum Halten gebracht werden. (10)

3. Write in German a continuous story based on the following summary. The story should be about one and a half times the length of your answer to Question 1 and should on no account exceed twice that length. **Failure to comply with this instruction may lead to a loss of marks:—**

Young man hiking in Germany—leaves village late one evening—path runs through thick wood—darkness falls and storm breaks—loses way—decides to await daylight—later sees light moving among trees—creeps near—old woman carrying lantern—is digging hole in ground—ruined cottage near.

(Complete the story in your own way.) (25)

GAELIC

LOWER GRADE

Tuesday, 22nd March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing and spelling.

1. Translate into English, paying careful attention to idiom :—

Chan 'eil aon duine 's a' bhaile againne cho acfhuinneach dealasach ri mo nàbuidh bun na h-ursainn, Calum Sheòrais. Ged a shiubhladh sibh na seachd siorramachdan chan fhaigheadh sibh duine cho làmhchar ris. Ni e saoirsneachd is ni e clachaireachd, is ni e goibhneachd, ged nach d' ionnsaich e na cèairdean sin riamh na 's motha na rinn mise. Phaipeirich e gach seòmar beag is mór an tigh Chalum Ruaidh, agus chuir e stigh dà lòsan an uinneig na bùtha aige. Bha uaireadair Màiri Mhurchaidh 'na stad airson còrr agus leth bhliadhna, agus i feitheamh gus an tigeadh Jackson mór, an t-Iudhach, timchioll; ach thachair do Chalum Sheòrais a dhol air chéilidh air Màiri aon oidhche, agus thòisich i air gearan air cion na h-uarach. Thug Calum leis an t-uaireadair aice: thug e gach cuibhle is snìomhaire a bha 'na bhroinn às, agus ghlan e iad uile, agus chuir e gach cuibhle agus tarag an eagaibh a chéile, agus tha uaireadair Màiri Mhurchaidh a nise dol a cheart cho siubhlach ri uaireadair mór Tigh na Parlamaid an Lunnainn.

J. N. Macleod. (20)

2. Translate into English :—

Tha an cuan dhomhsa mar fhear-eòlais
 Tighinn am chòmhdhail air an tràigh,
 Fiamh a ghàire air aodann preasach,
 'S a thuinn bheaga ag cur orm fàilt'.
 'S tric 's na laithean a chaidh seachad
 Bheachdaich mi air cruth nan stuadh,
 Tighinn chum teachdaireachd na mara
 Lìobhairt air a' chladach chruaidh.

A bhi beachdachadh orr' daonnan,
 Le 'n ceòl caochlaideach am chluais,
 Dh'fhàg air m' inntinn samhladh mórachd
 Nach dèan briathra beoil a luaidh.

Is ged bha an teachdaireachd do-leughadh,
 Gheuraich i, ar leam, mo smuain,
 Gu bhi rannsachadh na duibhre
 Tha 'g ar cuibhreachadh mun cuairt.

Donald Mackeachnie. (20)

3. Translate into idiomatic Gaelic :—

Wednesday, 27th October.

When I went into Dr. Johnson's room this morning, I observed to him how wonderfully courteous he had been at Inveraray, and said, "You were quite a fine gentleman, when with the duchess." He answered, in good humour, "Sir, I look upon myself as a very polite man": and he was right, in a proper manly sense of the word. As an immediate proof of it, let me observe, that he would not send back the Duke of Argyle's horse without a letter of thanks, which I copied.

Boswell. (20)

4. Write in Gaelic a continuous story, based on the following summary, and complete it in your own way. Give it a title. The story should be about one and a half times the length of your answer to Question 1, and should on no account exceed twice that length. **Failure to comply with this instruction may lead to a loss of marks.**

A Lewis crofter appears before the Land Court seeking a reduction of rent. Chairman questions him through an interpreter—crofter states his present rent, arable ground, stock, and hill pasture. Chairman replies he thinks present rent reasonable in view of size of croft and stock carried. Crofter quietly suggests his stock is very poor and lean. Chairman curtly asks how lean—crofter asserts his cattle are as lean as the kine of Egypt. Chairman still more curtly asks how lean these were—crofter remarks there was good authority that they were so lean they could only be seen in a dream.

(20)

(Complete the story in your own way.)

GAELIC

HIGHER GRADE—(FIRST PAPER)

Tuesday, 22nd March—10 A.M. to 12 NOON

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into idiomatic English :—

Là is Bliadhna leis na h-Eoin.

“A Chlacharain ni sinn dùdaire dhiot,” ars’ an Dreathan; “cluinneam, a ghràidhein, mar a dh’iarras tu air an Iolair tighinn.” “Iarraidh mi oirre mar so —

“Air feasgar àluinn earraich bha a’ ghrian a’ cromadh thun an àird-an-iar, agus bha a’ ghealach is na reultan a’ dol ’nan culaidh-oidhe lasraich sheudagaich, chum an dleasdana is àbhaistich a dhèanamh ann am gorm-bhrat nan speur. Bha na h-uillt bhòidheach bhinne crònanaich thun an tràigh, agus bha calltuinn an fhàile chùbhraidh a’ toirt phòg dhaibh ’san dol seachad. Bha ceò nam beann air an leitir ud thall a’ sgaoileadh, le làmhnan min-gheal, sròil-shìthe de shneachda-bruadair air tulaich nan sliabh; agus bha eoin bhuchallach, bhachallach nan geug, mar ris an neoinein dhìblidh is mar ris an t-sobhraich fhìnealta, air an lìonadh le gairdeachas mòr fa chomhair àilleachd an t-saoghail ta ann.

Ach O ! astraiche nan speur, eadhon mar thaomas beum-slèibhe o na sgàirnichean gruamach ard, no mar bheucas a’ bheithir ’nuair thèid teine agus uisge gu strì, eadhon mar sin thàinig t’fhios thun an ealtainn, gu robh thusa tighinn le làmhachas làidir nan daoibh, a thoirt uainne ar fonn, ar fearann is ar fàsach fein.”

K. MacLeod. (25)

2. Translate into English :—

Fìor mhasgull chionn pàidhidh,
No stad gealtach le gàbhadh,
Bhrìgh mo bheachd-s’ ann an dànaibh
’S mi nach dèanadh ’s nach d’rinn ;

Ach nam biodh comain no stà dhuit
 Ann a t'alladh chur os àird dhuit,
 Cò na mis' do'm bu chàra,
 'S cò a b'fhearr na thu thoill ?
 A' bhuidhean mholtach-s' a dh'fhàg sinn,
 Ged nach urr' iad a chlàistinn,
 Is còir bhi 'g aithris am pàirtean
 Gun fhàbhar 's gun fhoill ;
 Oir 's buaine a' chuimhne bheir bàrda
 Air deagh bhuadhannaibh nàduir,
 Na an stoc cruinn sin a dh'fhàg iad,
 Is còimhstri chàirdean 'g a roinn.

Bha do ghibhtean-sa làidir,
 Air am measgadh le gràsaibh,
 Anns a' phearsa bha àluinn,
 Lom-làn de na chéill ;
 An tuigs' bu luchdmhoir' gu gleidheadh,
 An toil a b' éasgaidh' gu maitheadh,
 'S a h-uile aigheadh cho flathail
 Fad do bheatha gu léir.
 Bhiodh do chomhairle an còmhnuidh,
 Le do chobhair 's do chòmhnadh,
 Do luchd gabhail na còrach,
 Réir 's mar sheòladh tu féin ;
 Dhèanadh tu an t-aindeonach deònach,
 Is an t-aineolach eòlach,
 'S b'e fìor shonas do bheòshlaint
 Bhi toirt a' chòrr dhòibh de léirs'.

Rob Donn. (30)

3. Translate into English *or* turn carefully into Scottish Gaelic :—

Is ann sin do chuir Donnchadh mac Briain trian an t-sluaigh do choimhead a n-othar⁽¹⁾ agus an dá dtrian oile do fhreastal an chatha. O do chualadar na hothair sin, do éirgheadar go hobann, ionnas gur briseadh ar a gcréachtaibh agus gur lionsad do chaonnach iad, is do ghabhsad a sleagha is a gcloidhmhe, is tángadar i measc cháich amhlaidh sin ; agus adubhradar ré mac Briain daoine do chur fá choill is cuailleadha láidre do thabhairt leo agus a sáthadh san talmhain ; “ agus ceangailtear sinn ris na cuailleadhaibh

⁽¹⁾ *othar*, fear tinn no gointe

sin,” ar siad, “agus tugthar ar n-airm i n-ar lámhaibh is cuirthear ar mic is ar mbráithre mar aon rinn .i. dís d’fhearaibh slána timcheall an fhir ghonta againn. Oir ní léigfe an náire don fhir shlán gluasacht nó go⁽²⁾ ngluaise an fear gonta ceangailte againn.” Do rónadh amhlaidh leo, agus ba hiongantas romhór an t-ordughadh sin do chuireadar Dál gCais orra féin.

Geoffrey Keating. (20)

⁽²⁾ *nó go, gus an.*

GAELIC

HIGHER GRADE—(SECOND PAPER)

Tuesday, 22nd March—1.30 P.M. to 2 P.M.

This paper must not be seen by any Candidate.

To be read out by the Teacher at 1.30 P.M. in the presence of the Supervising Officer.

To be written by the Candidates on the separate sheets provided, which must be collected before the Second Gaelic Paper is distributed.

DIRECTIONS FOR TEACHER.

1. *Read the passage aloud distinctly and deliberately, but not slowly, the object being to bring out the meaning of the whole as clearly as possible.*
2. *Inform the candidates that they may not ask for the repetition of any word or phrase.*
3. *Dictate the passage slowly, repeating each group of words (as indicated by vertical lines) twice over, and pronouncing every word very distinctly. The punctuation should be indicated.*
4. *After an interval of five minutes read the text over again in the same manner as on the first occasion, but do not on any account repeat separate words at the request of individual candidates.*

DICTATION.

Bha Ì Chaluim-chille fuar fàs, | gun tùis gun chlag, |
 is cha robh cladach an Innse-gall | air nach faicte falaig |
 an ciaradh na h-oidhche, | is cha b' fhalaig fhraoich no
 asbhuain, | ach falaig cheall is theach. | Bha na manaich
 'nam fògraich | thall 's a bhos ; | cuid dhiubh, mar neo-
 chlérich, | 'gan cosnadh fhéin | aig na coimhich ré an
 latha, | is ag èaladh mu mheadhon-oidhche | gu fròig
 beinne | no gu uaimh cladaich | a dhèanamh na h-Aifrinn |
 is a dhaingneachadh nan creidmheach ; | cuid eile dhiubh
 air Tìr-mór, | a' searmonachadh an t-Soisgeil | far nach
 cualas, | is a' togail cheall | far nach fhacas. | Is uair no
 uair-eigin | cha robh manach 'nam measg | nach abradh
 ris fhéin | am beul na h-oidhche : | "Am màireach, | mus
 blais an t-eun an t-uisge, | togaidh mi orm, | is a dheoin
 Dia | ruigidh mi Dùn Chailleann | mus till mi."

K. Macleod. (10)

GAELIC

HIGHER GRADE—(SECOND PAPER)

Tuesday, 22nd March—2.15 P.M. to 4.15 P.M.

*The value attached to each question is shown in brackets
 after the question.*

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing and spelling.

SECTION I.

All the questions in this Section should be attempted.

1. Write an essay, in Gaelic, on *one* of the following subjects :—

(a) An Geamhradh anns a' Ghàidhealtachd.

(b) Is math an sgàthan sùil caraid.

(30)

2. Turn into idiomatic Gaelic :—

- (a) Had I done what you did, I should have been ashamed of myself.
- (b) My father, who was a carpenter, used to work always in his shirt-sleeves.
- (c) Misfortune take the man who first invented tight coats !
- (d) Everyone, both old and young, rich and poor, ought to help their country so far as they can. (10)

3. Translate carefully into English :—

- (a) Dubhan lom dhomhsa mur e an fhìrinn ghlan a th' agam !
- (b) Air t'athais a nis, a Mhurchaidh ; is math gheibhear thu. Leig t'anail.
- (c) An uair théid thu gu buillean,
Is do nàimhdean a dh'fhuireach,
Gu cinnteach bidh fuil air am bian.
- (d) Cha b'e fuath mhic a' mhàil
Fear do ghnàth no do choltais. (10)

SECTION II.

THREE questions should be attempted from this Section.
The answers may be either in Gaelic or in English, except when otherwise indicated.

4. Give *three* examples of Clan slogans and explain briefly their significance. (5)

5. Locate and give modern English equivalents for any *five* of the following :—Innse Gall, A' Chomraich, Hìort, Dùn Chailleann, Cataibh, Airer Gàidel, Ail Cluade. (5)

6. Explain any *five* of the following terms : dòirlinn, eilean tioram, tearmun, eileirig, Gall, deiseil, calanas. (5)

7. Suggest suitable Gaelic equivalents for : bachelor, pier, fence, matchbox, carpet, driver, cigarette, fountain-pen. (5)

8. Name at least one famous Gaelic poet connected with each of the following districts : Sutherland, West Ross, North Uist, Skye, Lochaber, North Argyle, South Argyle. (5)

ITALIAN

LOWER GRADE

Wednesday, 23rd March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into English :—

(a) *Come San Francesco predicò agli uccelli.*

San Francesco predicava a molte persone. Mentre predicava levò gli occhi e vide vicino alla strada alquanti alberi sui quali c'era quasi infinita moltitudine di uccelli. San Francesco disse ai suoi compagni :—Voi m'aspetterete qui, e io andrò a predicare ai miei uccelli.

San Francesco entrò nel campo e cominciò a predicare agli uccelli che erano in terra, e subito quelli che erano sugli alberi vennero a lui e tutti insieme stavano fermi ad ascoltare. San Francesco parlava loro così :

—Cari uccelli miei, voi dovete in ogni luogo lodare il Creatore, perchè vi ha dato la libertà di volare in ogni luogo, perchè vi ha dato il vestimento, perchè vi ha dato l'aria. Voi non seminate e non mietete e Iddio vi pasce, e vi ha dato i fiumi e le fonti per vostro bere ; vi ha dato i monti e le valli per vostro rifugio ; e gli alberi alti per fare i vostri nidi. Voi non sapete filare, nè cucire ; ma Iddio vi veste, voi ed i vostri figli ; onde il Signore vi ama molto, però guardatevi, cari uccelli miei, dal peccato dell'ingratitude, e sempre studiate di lodare Iddio. (25)

(b) *La Lombardia.*

La Lombardia è oggi la più ricca regione d'Italia e fu sempre una delle più belle, delle più floride regioni di tutta Europa. Nessun'altra regione italiana supera la Lombardia per numero e per diffusione d'industrie, per ardore di commercio, per sapiente cultura dei campi. Un vasto reticolato di canali alimenta le praterie artificiali ; e l'abbondante uso dei concimi⁽¹⁾ chimici rende il suolo atto a una produzione abbondante e continua. Il nome

⁽¹⁾ *concimi* = manures.

Lombardia nell'età medioevale si estese, oltre che a quasi tutta la valle padana, a molta parte della penisola e fino al lontano ducato longobardo di Benevento, così che al tempo di Dante l'appellativo di "lombardo" suonava sinonimo di italiano.

La capitale della Lombardia è Milano, città essenzialmente commerciale e industriale, con più di novecento mila abitanti. Il milanese tipico è espansivo, ciarliero⁽²⁾ e rumoroso, onesto, gentile e di cuore pronto : ne ha offerto dimostrazione evidente nell'occasione di tutte le grandi pubbliche sciagure. È lavoratore assiduo e talora geniale, ma ama altrettanto il divertimento. (25)

(2) *ciarliero* = talkative.

2. Translate into Italian :—

- (1) Here is the house of the poet.
- (2) We have seen the palaces of the kings.
- (3) The birds will be on the roof of the church.
- (4) Give the little boy some money.
- (5) He says that you have lost my ticket.
- (6) Having been diligent, she had received a gold watch from her mother.
- (7) I was born in 1916 ; I am 16 years old.
- (8) What fine eggs ! (15)

3. **Either** (a) Write a letter in Italian (of about the length of the first passage in Question 1) to a young Italian (boy or girl) who has asked for a school correspondent from Scotland. (15)

Or (b) Describe in Italian your garden or playground in about the same space. (15)

ITALIAN

HIGHER GRADE—(FIRST PAPER)

Wednesday, 23rd March—10 A.M. to 12 NOON.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Translate, with due attention to English form and expression :—

1. *Dolce terra di Romagna.*

Come beatamente l'occhio si riposa su questa dolce terra di Romagna! Ella è ancora intorno a me tutta bruna e nuda in una chiara aria d'inverno; ma l'orizzonte è spazzato fino agli ultimi confini dal vento aspro di marzo e nella pianura pulita le case paiono più bianche, gli alberi e le siepi più nere; la striscia del mare turchino ride al sole nuovo.

Il colore di queste cose nuove parla al mio cuore.

Io ne cerco il senso, e vago con l'occhio sul gran ventaglio aperto del piano; guardo i colli magri e puri, le terre lavorate che spiccano nel fulvo crudo dell'ombra, e il dolce vecchio verde delle coste piene di luce; guardo i monti che s'affollano più lontani, ondeggiando come vapori, e in fondo, alte e sole, quasi ritagliate sul cielo, le tre punte celestine.

Il noto profilo pare che renda a tutte le linee dei monti e del piano il senso delle cose domestiche e care. Non è questo dunque il paese del mio poeta?

Il paese ove, andando, ci accompagna
l'azzurra vision di S. Marino.

Renato Serra. (25)

2. *Un contratto di matrimonio.*

Ottavio. Signori miei, che fanno a quest'ora? Lo sanno che sono oramai due ore di notte? I lumi si consumano inutilmente, ed io non ho denari da gettar via.

Lelio. Caro signor Ottavio, abbiamo a discorrer con voi di un affare che vi darà piacere. Di una cosa che vi può rendere del profitto.

Ottavio. Lo voglia il cielo, che ne ho bisogno. Aspettate. Smorziamo una di queste candele, il troppo lume abbaglia la vista. (*Spegne un lume.*)

Lelio. Ho da parlarvi a proposito di vostra figlia.

Ottavio. Di mia figlia, parlate pure; basta che non si parli di dote.

Lelio. Io, come sapete, non son in caso di prenderla senza dote.

Ottavio. Perchè siete un avaro.

Lelio. Così va detto ; ma perchè amo tuttavia la signora Rosaura, vi propongo io stesso un'occasione fortunata per collocarla senza dote.

Ottavio. Senza dote ?

Lelio. Sì, senza dote.

Ottavio. Chi è questo galantuomo che sa far giustizia al merito di mia figlia ?

Lelio. Ecco qui, il signor Florindo. Egli non ne ha bisogno, è ricco, è solo ; e la desidera per consorte. Io cedo a lui le mie pretensioni ; la signora Rosaura, si spera che sarà contenta ; e non manca altro a concludere, che il vostro assenso.

Carlo Goldoni. (25)

3.

Vette d'ulivi.

Vette d'ulivi che timido il vento
Sfiora e persuade a un tremolio d'argento.
Rondini a volo fuggitive, lampo
Tra nero d'ali, di un soave bianco.
Nuvole erranti, ombre azzurrine stese
Sul pian del roseo solatio paese.
Tocchi di squilla in solitaria pieve,
Ronzii, tintinni che il silenzio beve :
Vita, mistero, bontà bella e breve !

A. S. Novaro. (10)

ITALIAN

HIGHER GRADE—(SECOND PAPER)

Wednesday, 23rd March—1.30 P.M. to 2 P.M.

This Paper must not be seen by any Candidate.

To be read out by the Teacher at 1.30 P.M. in the presence of the Supervising Officer.

To be written by the Candidates on the separate sheets provided, which must be collected before the Second Italian Paper is distributed.

DIRECTIONS FOR TEACHER:

1. *Read the passage aloud distinctly and deliberately, but not slowly, the object being to bring out the meaning of the whole as clearly as possible. Observe the liaisons as marked.*

2. *Inform the candidates that they may not ask for the repetition of any word or phrase.*
3. *Dictate the passage slowly, repeating each group of words (as indicated by vertical lines) twice over, and pronouncing every word very distinctly. The punctuation should be indicated thus :—(.) 'punto fermo,' (,) 'virgola.'*
4. *After an interval of five minutes read the text over again in the same manner as on the first occasion, but do not on any account repeat separate words at the request of individual candidates.*

DICTATION.

Che sia il Pincio | nell'ora che sul ponente
 color d'arancio | si dipinge la gigantesca ombra di San
 Pietro e del Vaticano, | non c'è lingua che possa
 dire. | È un incanto, | un'estasi, | un sogno, | è
 un confuso viavai d'immensi pensieri, | è un tumulto di
 memorie grandiose e di speranze arcane, | in cui la mente
 si perde, | come in un mare senza confini. | Guardando
 il Gianicolo e Monte Mario, | che stanno in faccia, |
 par di vedere nel fondo dell'angusta vallata |
 passar silenziosi i secoli | fra le nebbie della sera, | e
 un brivido corre per le ossa, | come se da quel fondo |
 si rizzassero taciturni e cupi | gli spettri dei grandi, | che
 résero temuta e sacra alle genti | questa terra fatale. |

(10)

ITALIAN

HIGHER GRADE—(SECOND PAPER)

Wednesday, 23rd March—2.15 P.M. to 4.15 P.M.

*The value attached to each question is shown in brackets
 after the question.*

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into Italian :—

There was no light or sound from within. Half repent-
 ing of my rashness I drew near the house and knocked
 lightly on the door.

It opened suddenly and a tall old woman, holding a
 candle, confronted me.

"What do you want?" she demanded gruffly.

"I've lost my way," I said, civilly; "I want to get to Pieriposa."

"I don't know it," said the old woman.

She was about to close the door when a man emerged from a room at the side of the hall and came toward us. He was an old man and very tall.

"Pieriposa is fifteen miles distant," he said, slowly.

"If you will direct me to the nearest village, I shall be grateful," I remarked.

He made no reply, but exchanged a quick glance with the woman. She made a gesture of dissent.

"The nearest place is three miles off," he said, turning to me and apparently trying to soften a naturally harsh voice; "if you will give me the pleasure of your company, I will make you as comfortable as I can."

I hesitated. They were certainly a queer-looking couple, and the gloomy hall with the shadows thrown by the candle looked hardly more inviting than the darkness outside.

"You are very kind," I murmured, "but ——"

"Come in," he said quickly; "shut the door, Anna."

2. Translate into idiomatic Italian :— (40)

- (a) What is the use of this ?
- (b) There is reason to suppose that our team will win.
- (c) I do not mind the cold, although my foreign friends find it disagreeable.
- (d) A hundred years hence our cities will be very different from what they are to-day.
- (e) You ought to have replied at once when he put the question to you. (15)

3. (The answer to this question should be about one and a half times the length of your answer to Question 1, and should on no account exceed twice that length. **Failure to comply with this instruction may lead to a loss of marks.**)

- (a) Describe, in Italian, what tour you would like to make if you were given a holiday of six months abroad ;

OR

OR

- (b) Tell the story, in Italian, of your favourite novel ;
- (c) Illustrate, in a short Italian essay, the proverb :—

Tutto il male non vien per nuocere.

("It's an ill wind that blows nobody good.")

(25)

SPANISH

LOWER GRADE

Wednesday, 23rd March—10 A.M. to 12.30 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into English :—

Las corridas de toros, o simplemente “los toros”, son espectáculos que se han “humanizado” mucho últimamente, porque los caballos van protegidos por petos⁽¹⁾ especiales, y no se les ponen ya “banderillas de fuego” a los toros, como se hacía antes.

Las nuevas generaciones de españoles no muestran tanto interés por las corridas de toros como sus antepasados, y los deportes—el fútbol, el tenis, la pelota—han despertado entre los jóvenes españoles de ambos sexos otras aficiones.

El origen de “los toros” se halla en la caza a caballo del toro salvaje, sirviéndose el jinete de una lanza. Los caballeros españoles cazaron luego toros en grandes espacios cercados, y hubo con mucha frecuencia “fiestas de toros” en las que los caballeros españoles compitieron con los caballeros árabes que habían invadido España.

El espectáculo fué degenerando, y los espacios cercados, en los que se mataban toros, con lanza y a caballo, se fueron reduciendo en extensión y las lanzas se convirtieron en rejones⁽²⁾ (una especie de lanza corta).

En tiempos de Felipe IV, que fué muy aficionado a estas manifestaciones de valor y de destreza, hubo muchos famosos “caballeros en plaza” que mataban toros a caballo por puro deporte. Luego se apoderaron del espectáculo los profesionales. (25)

⁽¹⁾ peto = breastplate. ⁽²⁾ This word should not be translated.

2. Translate into English :—

Soy aficionado, lo declaro, a mezclarme con el pueblo, a lo cual me incita el espíritu eminentemente democrático del de Madrid, porque de sus dichos, de sus observaciones y de su manera de pensar en público saco enseñanza provechosa. No pocos extranjeros huyen de las aglomeraciones populares, por temor de que su vestimenta, cuando es algo exótica

o llamativa, o su aspecto no acomodado a lo corriente, provoquen chistes o frases despectivas, temor que jamás me ha preocupado en primer lugar porque no me parezco a aquel inglés que se cubría la cabeza con un sombrero calañés ⁽¹⁾ para andar por la feria de Sevilla, y después porque he encontrado en Madrid quien responda a mis preguntas, a pesar de mi acento extranjero, y siempre también con cortesía; y se ha dado el caso de haberme perdido por calles lejanas del centro y haberme acercado a un menestral en demanda de auxilio para llegar a mi hotel y él quizás apartándose de su camino, se brindó a acompañarme. (20)

(1) calañés = Andalusian.

3. Translate into Spanish :—

George : Where are you going for your holidays, Frank ?

Frank : I am not sure yet, George, but my family hope to go abroad this year.

George : Are you going to Paris ?

Frank : Well, my parents want to go to Spain, but we shall pass through Paris and may spend a night or two there. We have not much time to spare, and must be home again within a month.

George : I should like to come with you. My father says he is too busy to take a holiday this year, and he wants me to go to my uncle's in Devonshire. I would much rather come with you, if your people will agree to take me.

Frank : I am sure they would be very pleased. I will ask my father to-day.

George : That is excellent. I have never been abroad, and it will be a fine holiday for me. I hope my parents will allow me to come with you. Good-bye, until to-morrow.

4. Translate into Spanish :—

(20)

(1) My father has just arrived from Madrid.

(2) In spite of all your efforts, I am afraid you will not succeed.

(3) It is very cold to-day. I shall stay indoors.

(4) We are very sorry you are unable to come.

(5) I can't lend you anything. You must get some one else to help you.

(6) He went to London ten years ago and has been there ever since.

(7) He arrived late at the station, and his train had already gone.

(15)

SPANISH

HIGHER GRADE—(FIRST PAPER)

Wednesday, 23rd March—10 A.M. to 12 NOON.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

Translate, with due attention to English form and expression :—

1. Pedro Santaló yacía postrado en su lecho. Desde la separación de su hija no había levantado cabeza. Tenía los ojos cerrados, y no los abría sino para fijar sus miradas en el cuartito que había ocupado María, y que no estaba separado del suyo, sino por el estrecho pasadizo que subía al desván. Todo allí permanecía en el mismo estado en que su hija lo había dejado ; colgaba de la pared su guitarra, con un lazo de cinta que había sido color de rosa y que ahora, pendía sin forma, como una promesa que se olvida, y descolorido como un recuerdo que se desvanece. Sobre la cama había un pañuelo de seda de la India, y unos zapatos pequeños se veían aún debajo de una silla. La tía María estaba sentada a la cabecera del enfermo.

Vamos, vamos, tío Pedro, le decía la buena anciana, olvídense de que es Catalán, y no sea tan testarudo : déjese Ud. gobernar siquiera una vez en su vida, y véngase con nosotros al convento ; que ya ve Ud. que allí no falta lugar. Así podré asistirle mejor, y no estará aquí aislado.

El pescador no respondía.

Fernán Caballero. (25)

2.

Cuando miro el azul horizonte
Perderse a lo lejos,
Al través de una gasa de polvo
Dorado e inquieto,
Me parece posible arrancarme
Del mísero suelo,
Y flotar con la niebla dorada
En átomos leves
Cual ella deshecho.

Cuando miro de noche en el fondo
 Oscuro del cielo
 Las estrellas temblar, como ardientes
 Pupilas de fuego,
 Me parece posible a do brillan
 Subir en un vuelo,
 Y anegarme en su luz, y con ellas
 En lumbre encendido
 Fundirme en un beso.

En el mar de la duda que bogo
 Ni aun sé lo que creo ;
 Sin embargo, estas ansias me dicen
 Que yo llevo algo
 Divino aquí dentro . . .

Gustavo A. Becquer. (20)

3. *La Princesa sin Corazón.*

Princesa. ¿ Por quién rezas ?

Nodriza. Rezo por los que hoy morirán en la guerra. Gran mortandad será en esos campos, que para segarse fueron bien sembrados. ¡ Quién dijera entonces a los sembradores que la muerte fuera allí segadora ! Siete príncipes combaten en esos campos con la más florida juventud de sus reinos . . . [*Entra el Rey.*]

Rey. ¡ Gran dolor, gran dolor ! La guerra es en mi reino. Contra mí llega el Príncipe, vencedor de seis príncipes y de seis reinos. Y la victoria no será conmigo, porque falté a la fe jurada. Le prometí tu mano, y tú burlaste sus esperanzas.

Princesa. ¡ La victoria será contigo, y el Príncipe morirá, y su reino será destruído ! No hayas temor en la guerra, ni piedad después en la victoria. ¡ Ni una vida quede en su reino para recordar que allí seres humanos vivieron ; no quede en él piedra sobre piedra para recordar que allí fueron viviendas ; quede todo arrasado como árido desierto, que no pueda decirse siquiera : aquí fué nunca un reino ! . . .

¡ La victoria será contigo y la justicia también, si eres fuerte ! Combatiré a tu lado ; quiero ver cara a cara la muerte.

Jacinto Benavente. (20)

SPANISH

HIGHER GRADE—(SECOND PAPER)

Wednesday, 23rd March—1.30 P.M. to 2 P.M.

This Paper must not be seen by any Candidate.

To be read out by the Teacher at 1.30 P.M. in the presence of the Supervising Officer.

To be written by the Candidates on the separate sheets provided, which must be collected before the Second Spanish Paper is distributed.

DIRECTIONS FOR TEACHER.

1. *Read the passage aloud distinctly and deliberately, but not slowly, the object being to bring out the meaning of the whole as clearly as possible.*
2. *Inform the candidates that they may not ask for the repetition of any word or phrase.*
3. *Dictate the passage slowly, repeating each group of words (as indicated by vertical lines) twice over, and pronouncing every word very distinctly. The punctuation should be indicated thus :—(.) 'punto,' (,) 'coma.'*
4. *After an interval of five minutes read the text over again in the same manner as on the first occasion, but do not on any account repeat separate words at the request of individual candidates.*

DICTATION.

Los platos | eran tomados | en la puerta, | de manos
de los criados, | por las estiradas personas | que hacían de
camareros | en tan piadosa ocasión. | Formando cadena, |
las damas y gentiles hombres | los iban pasando | hasta las
propias manos | de los Reyes, | quienes los presentaban | a
los pobres | con cierto aire | de benevolencia y cortesía, |
única nota simpática | en la farsa | de aquel cuadro
teatral. | Pero los infelices | no comían, | que si de comer se
tratara | muy apurados | se habían de ver. | Seguramente
sus torpes manos | no recordaban | como se lleva la comida |
a la boca. | Puestas las raciones sobre la mesa, | un criado
las cogía | y las iba poniendo | en sendos cestos | que tenía
cada pobre | detrás de su asiento. | Poco después, | cuando
las personas reales | y la grandeza | abandonaron el Salón, |

salieron aquellos con su canastro, | y en los aposentos de la repostería | les esperaban | los fondistas de Madrid, | o bien otros singulares negociantes, | para comprarles todo | por unos cuantos duros. | Mientras duró la comida, | las graciosas espectadoras | no cesaban | en su charla picotera. |

(10)

SPANISH

HIGHER GRADE—(SECOND PAPER)

Wednesday, 23rd March—2.15 P.M. to 4.15 P.M.

The value attached to each question is shown in brackets after the question.

N.B.—Begin each question on a fresh page. Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Translate into Spanish :—

One day a man was going to a town with his two donkeys. Over the back of the one hung a sack which contained salt ; and the other had a load of sponges. In the middle of a stream the first donkey knocked its foot against a stone and fell into the water. When it got out again it found that its load was much lighter. Of course that pleased it very much, and it advised its companion to lie down in the next stream they came to. “ Yes,” replied the second donkey, “ I see that you run along quite easily now. I will do as you advise me.” They had not gone much further when they came to a pond. Then the second donkey did as the other had advised him and ran into the water. Its master called it back, but it went further in and lay down. The sponges, however, soon filled with water, and the poor animal could not get up again. It began to bray piteously, and would have been drowned if its master had not gone to its help. It was only with the greatest difficulty that he succeeded in helping it to rise and get out of the pond. (40)

2. Translate into Spanish :—

- (1) They have just gone out to post a letter.
- (2) I shall have to do it. It is my duty.
- (3) I am very sorry to hear that you have been ill again.
- (4) I should like to know exactly what he means.
- (5) They have been in Madrid for over three years.

(15)

3. Write in Spanish a continuous story, based on the following summary. The story should be about one and a half times the length of your answer to Question 1, and should on no account exceed twice that length. **Failure to comply with this instruction may lead to a loss of marks.**

Plans for a holiday in Spain—arrival at the station—embarking at Dover—passing through the French customs at Calais—a lady loses her luggage—the train is just about to leave when a porter rushes up with her dressing-case—meal on the French train—arrival at Paris—it is cold and wet—journey across Paris by taxi—journey through France by night—arrival at the Spanish frontier—a beautiful, sunny morning. (20)

MATHEMATICS

LOWER GRADE—(FIRST PAPER)

Tuesday, 15th March—10 A.M. to 12 NOON

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

All the figures should be neatly drawn. All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

The value attached to each question is shown in brackets after the question. Marks will be deducted for careless or badly arranged work.

SECTION I.

All the questions in this Section should be attempted.

1. Prove that an exterior angle of a triangle is equal to the sum of the two interior non-adjacent angles.

(Do not assume that the sum of the three interior angles of a triangle is equal to two right angles.) (11)

2. Prove that if C is any point between A and B in the straight line AB , the square on AC is less than the sum of the squares on AB and BC by twice the rectangle contained by AB and BC . (13)

3. Prove that the greater of two chords of a circle is nearer the centre than the less. (11)

4. Make and prove a construction for finding a mean proportional between two given straight lines. (11)

SECTION II.

Only THREE questions should be attempted from this Section.

The propositions in Section I (above) on which certain of these deductions depend are indicated in brackets.

5. Show clearly by means of a figure what is meant by the statement that the sum of the exterior angles of a triangle is equal to four right angles; and prove the statement. Prove also the corresponding truth regarding the exterior angles of a quadrilateral. (Section I, 1.) (18)

6. ABC is a triangle right-angled at B . DE , parallel to BC , meets AB in D and AC in E . If DE is a mean proportional between AD and DB , prove that EB is a mean proportional between AE and EC . (Section I, 4.) (18)

7. From the following data draw *to scale* a plan of the field $ABCD$:—

C lies 10 chains north of A ;

B lies north-east, and D 30° west of north, when looked at from A ;

D lies south-west, and B 60° east of south, when looked at from C .

(a) Prove (otherwise than by measurement) that $ABCD$ is a trapezium with its angles equal in pairs.

(b) Find, by making the necessary measurements, the area of the field in acres. (18)

(10 square chains = 1 acre.)

8. A , B , C , are three points in order on a straight line.

(a) Prove that the tangents from A to *any* two circles passing through B and C are equal in length.

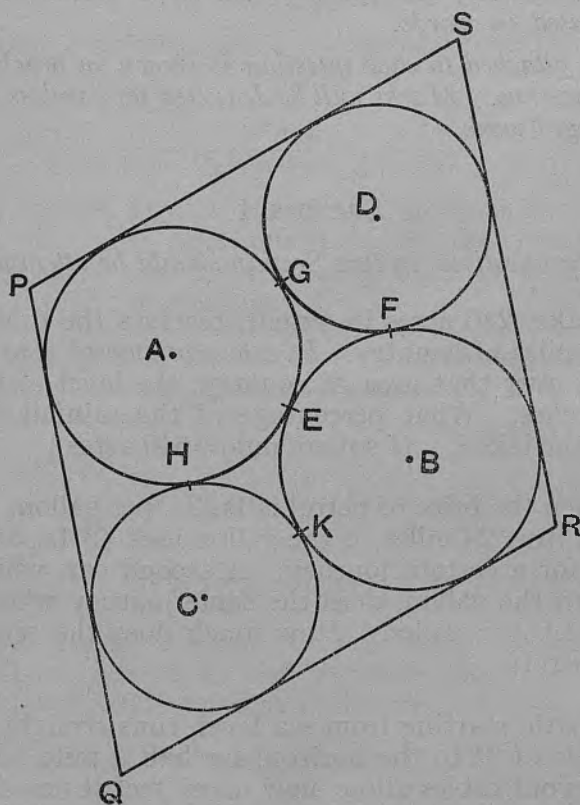
(b) Hence state (without further proof) a locus theorem regarding the points of contact of the tangents from A to all circles passing through the points B , C . (18)

9. (See figure, which need not be copied in your examination book.) Four circular discs, whose centres are A, B, C, D , are in contact as shown within a rhombus $PQRS$. The larger discs A and B are of equal radii, as are also the smaller discs C and D . Prove that :—

- (a) the figure $ACBD$ is a rhombus ;
- (b) the diagonal CD is a common tangent to the two larger discs ;
- (c) the triangle ASB is isosceles, and that its vertical angle is half the angle PSR .

(You may assume that CD produced passes through S and Q , and that AB produced passes through P and R .)

(18)



MATHEMATICS

LOWER GRADE—(SECOND PAPER)

Tuesday, 15th March—1 P.M. to 3.30 P.M.

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

All the working must be legible and shown in its proper position in the answer, and the different steps should be shortly indicated in words.

The value attached to each question is shown in brackets after the question. Marks will be deducted for careless or badly arranged work.

SECTION I.

All the questions in this Section should be attempted.

1. A lake, 240 acres in extent, receives the drainage of 8 square miles of country. In consequence of a rainfall of 0.15 inch over that area of country, the level of the lake rises 2 inches. What percentage of the rainfall finds its way into the lake? (1 square mile=640 acres.) (12)

2. When the price of petrol is 1s. 2d. per gallon, a motor car which runs 24 miles to the gallon uses £3 1s. 3d. worth of petrol for a certain journey. A second car, which runs 30 miles to the gallon, does the same journey when petrol costs 1s. 1d. per gallon. How much does the second car cost for petrol? (10)

3. A path, starting from sea level, runs straight up hill, at an angle of 8° to the horizon, for half a mile. Find, as nearly as your tables allow, how many feet it now is above sea level.

If the path now goes straight down hill at an angle of $10\frac{1}{4}^\circ$ to the horizon, how far must it go to reach sea level again? (Give your answer in yards.) (15)

4. (a) Solve the equations—

$$(i) \frac{x-2y}{3} + \frac{5y-2x}{6} = 1$$

$$3y - x = 2 - \frac{y-x}{4}$$

$$(ii) \frac{3x-4}{x-2} - \frac{x-2}{3x-4} = 3\frac{3}{4}.$$

(b) Prove that $x-a$ and $x+c$ are factors of

$$x^3 + 2(c-a)x^2 + (c^2 - 3ca + a^2)x - ca(c-a)$$

and find the other factor.

(18)

SECTION II.

Only THREE questions should be attempted from this Section.

5. (a) Simplify—

$$\frac{x+1}{x^2-2x-15} - \frac{x-2}{2x^2-9x-5} - \frac{x+1}{2x^2+7x+3}.$$

(b) A farmer buys n sheep at s shillings each. Three of them die. He sells one-third of the remainder at p shillings each, and the rest at q shillings each. What is his total profit in shillings?

(15)

6. The heights of the barometer, in inches, at different heights above the sea level, in *thousands* of feet, are given in the following table:—

Height above sea ..	0	5	10	15	20	25
Height of barometer..	30.0	24.9	20.5	17.0	14.2	10.9

Draw a graph to show the fall of the barometer due to rise above sea level, and estimate the height of the barometer at 7,500 feet and at 19,000 feet.

(15)

7. The base of a triangle exceeds its altitude by 5 feet. If each is increased by 3 feet, the area of the triangle is increased by 15 square feet. Find the area of the original triangle.

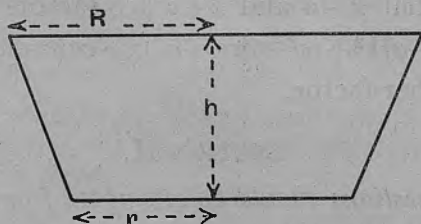
If the original triangle is isosceles, use your tables to find the size of its base angles.

(15)

8. (See sketch given below.) The volume of a bath-plug is given by the formula—

$$V = \frac{1}{3}\pi h(R^2 + Rr + r^2),$$

where R and r are the radii of its ends and h its thickness. Find, to the nearest millimetre, the thickness of a bath-plug of this shape whose volume is $24\cdot8$ c.c. and the diameters of whose ends are $5\cdot0$ cm. and $4\cdot5$ cm. ($\pi = 3\frac{1}{7}$). (15)



9. (a) If a, b, c, d are in proportion, prove that $a+b, b, c+d, d$ are also in proportion.

(b) The four numbers $32-a, a, 24-b, b$ are in proportion. If a exceeds b by 6, find a and b . (15)

MATHEMATICS

HIGHER GRADE—(FIRST PAPER)

Tuesday, 15th March—10 A.M. to 12 NOON

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

All the figures should be neatly drawn. All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Four-place logarithmic tables are provided.

The value attached to each question is shown in brackets after the question. Marks will be deducted for careless or badly arranged work.

SECTION I.

All the questions in this Section should be attempted.

1. If D is the middle point of the side BC of a triangle ABC , prove that the sum of the squares on AB and AC is double the sum of the squares on AD and DB . (12)

2. Prove that, if AD is an altitude of the triangle ABC , the rectangle contained by the sides BA , AC is equal to the rectangle contained by AD and the diameter of the circle which circumscribes the triangle. (12)

3. If two straight lines are parallel and one of them is at right angles to a plane, prove that the other is also at right angles to the same plane. (12)

4. Prove that, in any triangle, the lengths of the sides are proportional to the sines of the opposite angles, whether the triangle be acute-angled, right-angled or obtuse-angled. (10)

SECTION II.

Only THREE questions should be attempted from this Section. The propositions in Section I (above) on which certain of these deductions depend are indicated in brackets.

5. The three medians of a triangle ABC meet at G . Prove that

$$BC^2 + CA^2 + AB^2 = 3 (GA^2 + GB^2 + GC^2) \quad (\text{Section I, 1.}) \quad (18)$$

6. Through a point T a tangent TA and a secant TPQ are drawn to a circle AQP . If the chord AB is drawn parallel to PQ , prove that the triangles PAT , BAQ are similar. (18)

7. A regular polygon of eight sides is inscribed in a circle. If AB , BC , CD are three consecutive sides, and AP is the side of an equilateral triangle inscribed in the circle, drawn so that P lies on the shorter arc between A and D , prove that PD is the side of a regular polygon of twenty-four sides inscribed in the circle. (18)

8. A pyramid $APQRS$ stands on a horizontal square base $PQRS$, with the vertex A vertically above the mid-point N of the side PS .

(a) Prove that ASR is a right angle. (Section I, 3.)

(b) If PS is $2a$ inches long, and AN is h inches long, prove that AR is $\sqrt{h^2 + 5a^2}$ inches long. (18)

9. A tower and a small pond are situated on level ground at the foot of a hill whose slope is θ , the tower being a feet from the foot of the hill, and the pond b feet beyond the foot of the tower. If from a point c feet up the hill the pond can just be seen over the top of the tower, prove that the height of the tower is $bc \sin \theta / (a + b + c \cos \theta)$. (18)

MATHEMATICS

HIGHER GRADE—(SECOND PAPER)

Tuesday, 15th March—1 P.M. to 3.30 P.M.

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

All the working must be legible and shown in its proper position in the answer, and the different steps should be shortly indicated in words.

The value attached to each question is shown in brackets after the question. Marks will be deducted for careless or badly arranged work.

SECTION I.

All the questions in this Section should be attempted.

1. A brick measures $8\frac{3}{4}$ in. by $4\frac{1}{4}$ in. by $2\frac{3}{4}$ in. How many bricks are contained in a stack 17 ft. 6 in. long, 11 ft. 4 in. broad and 8 ft. 3 in. high?

If a stack made up of these bricks is a bricks long, b bricks broad and c bricks high, what are its dimensions in feet? (10)

2. When the rateable value of a local authority's area is £3,248,000, the sum raised from rates is £365,400 in a certain year. The following year the rateable value increases by £4,000, and the rate levied is diminished by a penny in the £1. Find what sum is raised from rates in this year. (10)

3. Find the highest common factor of $3x^2 + 11x - 4$ and $3x^3 + 5x^2 - 5x + 1$, and obtain the roots of the equation

$$3x^3 + 5x^2 - 5x + 1 = 0. \quad (12)$$

4. Solve the equations—

$$(i) \quad x^2 + xy = 24$$

$$2x^2 - 4xy + 3y^2 = 12,$$

$$(ii) \quad \frac{2x}{x-1} + \frac{3x+8}{x+2} = \frac{5x+10}{x+1}. \quad (12)$$

5. Prove that, in any triangle,

$$\tan \frac{1}{2} A = \sqrt{\frac{(s-b)(s-c)}{s(s-a)}}.$$

Find the greatest angle of the triangle whose sides are 3.4, 29.0 and 28.8 inches long. (13)

6. On the squared paper provided in your examination book, draw, within a two-inch square, a circle of radius one inch. Set off twelve points equally spaced on the circumference, like the markings on a clock dial, and use them to draw the graph of $\cos x^\circ$ between $x = 0$ and $x = 360$.

From your graph find the values of $\cos 20^\circ$, $\cos 40^\circ$ and $\cos 330^\circ$. (13)

SECTION II.

Only TWO questions should be attempted from this Section.

7. The following values of x and y were observed :—

$x = 0$	1	3	5	8
$y = 0$	0.500	0.600	0.625	0.640

Assuming that x and y are connected by a law of the form $y = \frac{ax}{1+bx}$, where a and b are constants, use two of these observations to find the values of a and b , and verify that the remaining observations conform to the law.

Find also the value of x when $y = 0.550$, and of y when $x = 4$. (15)

8. (i) Two men, A and B , receive the same initial salary of £200 a year. At the end of every two years A receives a rise of £20, and at the end of every year B receives a rise of £10. Find the total amount which each has received at the end of 24 years' service.

(ii) Find also the total each has received at the end of $2n$ years' service. (15)

9. From the formula

$$A = P \left(1 + \frac{r}{100} \right)^n,$$

where P = Principal, r = Rate per cent. per annum, n = number of years, find the compound interest which accrues from £562 in 25 years at $4\frac{1}{2}$ per cent. per annum.

Find also the sum which will amount to £562 in the same time at the same rate per cent. (15)

10. Prove—

(i) If A , B , are any two angles,

$$\begin{aligned} \cos A + \cos B - \cos (A + B) = \\ 1 + 4 \sin \frac{A}{2} \sin \frac{B}{2} \cos \frac{A + B}{2}. \end{aligned}$$

(ii) In any triangle

$$\frac{a \cos A + b \cos B + c \cos C}{\sin 2A + \sin 2B + \sin 2C} = R,$$

where R is the radius of the circumcircle, and a , b , c , are the sides respectively opposite the angles A , B , C of the triangle. (15)

ELEMENTARY ANALYSIS

ADDITIONAL MATHEMATICAL SUBJECT (Higher Grade)

Wednesday, 16th March—10 A.M. TO 12.30 P.M.

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Not more than FOUR questions should be attempted from Section I, and not more than TWO questions from Section II.

Square-ruled paper is provided.

The value attached to each question is shown in brackets after the question. Marks will be deducted for careless or badly arranged work.

SECTION I.

Not more than FOUR questions should be attempted from this Section.

1. Prove the formula for the number of permutations of n different things taken r at a time.

In how many ways can ten people sit at a round table so that two specified persons may be

(1) always next to each other,

(2) always opposite each other? (15)

2. If $(1+x)^n = c_0 + c_1x + c_2x^2 + \dots + c_nx^n$ where n is a positive integer, and the coefficients c_r are independent of x , prove by induction or otherwise that

$$c_r = \frac{n!}{r!(n-r)!};$$

prove also that

$$\frac{c_0}{1} + \frac{c_1}{2} + \frac{c_2}{3} + \dots + \frac{c_n}{n+1} = \frac{2^{n+1} - 1}{n+1}. \quad (15)$$

3. If a, b, c are the roots of the equation

$$x^3 + 2x^2 + 3x + 4 = 0,$$

find the numerical values of

$$a^2 + b^2 + c^2, \quad b^2c^2 + c^2a^2 + a^2b^2, \quad \text{and } abc.$$

Hence prove that

$$(y^2 - a^2)(y^2 - b^2)(y^2 - c^2) = (y^3 + 3y)^2 - (2y^2 + 4)^2$$

identically: and that

$$(1 + a^2)(1 + b^2)(1 + c^2) = 8. \quad (15)$$

4. Find the differential coefficient of each of the following functions of x :—

$$3 \cos x - 4 \cos^3 x, \quad \frac{4 + 3x}{2 - x}.$$

$$\text{Integrate } x \sin 2x, \quad 4(2x + 1)(x^2 + x + 1)^3. \quad (15)$$

5. A rectangle is described with two corners on the base and the other two corners one each on the sides of an isosceles triangle. If the lengths of the base and sides of the triangle are 12, 10, 10 units, express the length of the base of the rectangle in terms of the height, x , of the rectangle.

Show that the greatest rectangle which can be so described is equal in area to half the triangle. (15)

SECTION II.

Not more than TWO questions should be attempted from this Section.

6. Find the sum to n terms of the series

$$1 + 2x + 3x^2 + 4x^3 + \dots$$

If y denotes this sum, verify that y is equal to the differential coefficient of the quotient $\frac{1 - x^{n+1}}{1 - x}$. Can you give a reason for this? (20)

7. If $y = (x^2 - 1)(x^2 - 4)$ represents a curve, find the values of x for which $\frac{dy}{dx}$ vanishes.

Find the gradient of the curve at each of the points where it crosses the axis of x , and at the points where $\frac{d^2y}{dx^2}$ vanishes. (20)

8. Assuming that if $0 < x < 1$,

$$\log(1+x) = x - \frac{x^2}{2} + \frac{x^3}{3} - \frac{x^4}{4} + \dots$$

prove that—

$$(a) \quad x \cos \theta - \frac{x^2}{2} \cos 2\theta + \frac{x^3}{3} \cos 3\theta - \dots$$

$$\text{is equal to } \frac{1}{2} \log(1 + 2x \cos \theta + x^2);$$

$$(b) \quad \log(1 + x + x^2) = x + \frac{x^2}{2} - \frac{2x^3}{3} + \frac{x^4}{4} + \frac{x^5}{5} - \frac{2x^6}{6} + \dots$$

By using the latter result and taking $x = \frac{1}{10}$, evaluate $\log_e 1.11$ to six decimal places. (20)

9. Prove that twice the sum of the infinite series

$$1 + \frac{3}{1!} + \frac{5}{2!} + \frac{7}{3!} + \dots$$

is equal to thrice the sum of the infinite series

$$1 + \frac{2}{1!} + \frac{3}{2!} + \frac{4}{3!} + \dots \quad (20)$$

GEOMETRY

ADDITIONAL MATHEMATICAL SUBJECT

(Higher Grade)

Wednesday, 23rd March—10 A.M. TO 12 NOON

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Not more than THREE questions should be attempted from Section I, and not more than TWO questions from Section II.

Square-ruled paper is provided.

Marks will be deducted for careless or badly arranged work.

SECTION I.

Only THREE questions should be attempted from this Section.

1. Investigate the condition that the two straight lines

$$a_1 x + b_1 y + c_1 = 0, \quad a_2 x + b_2 y + c_2 = 0,$$

may be perpendicular to each other.

Find the equation of the straight line which is perpendicular to the line

$$a_1 x + b_1 y + c_1 = 0,$$

and which passes through the point of intersection of the lines

$$a_2 x + b_2 y + c_2 = 0, \quad a_3 x + b_3 y + c_3 = 0.$$

2. Prove that for all values of m the straight line

$$y = m(x-a) + a\sqrt{1+m^2}$$

touches the circle $(x-a)^2 + y^2 = a^2$.

Write down the equations of the *two* tangents to this circle which are parallel to the straight line $4y = 3x$, and the equations of the two tangents which are perpendicular to this straight line.

Choose *one* mutually perpendicular pair of these tangents, and prove that their point of intersection lies on the circle $x^2 + y^2 - 2ax = a^2$.

3. Find the equation of the normal at any point of the parabola $y^2 = 4ax$, and prove that the portion of the axis intercepted between the ordinate and the normal at any point is constant.

Prove that the chord of the parabola $y^2 = 10x$, whose equation is $x + 3y = 10$, subtends a right angle at the vertex of the parabola.

4. From a variable point P on the circumference of a circle a perpendicular PN is drawn to a fixed diameter AB , and a point Q is taken in PN such that $QN = mPN$, where m is a constant.

Prove that the locus of Q is an ellipse, and draw sketches to show the relation of the ellipse to the circle when $m < 1$ and when $m > 1$.

Prove also that the tangent to the circle at P , and that to the ellipse at Q , intersect on the fixed diameter.

5. Prove that the point whose co-ordinates are $ct, c/t$, where t is a variable quantity, lies on a rectangular hyperbola, and find the equation of the chord joining the points at which t has the values t_1 and t_2 .

Find the equation of a tangent to the hyperbola which is parallel to this chord.

If Q_1, Q_2 are the extremities of the chord, P the point of contact of the parallel tangent, PK, Q_1K_1, Q_2K_2 the perpendiculars from P, Q_1, Q_2 on an asymptote, prove that

$$Q_1K_1 \cdot Q_2K_2 = PK^2.$$

SECTION II.

Only two questions should be attempted from this Section.

6. Prove that the feet of the perpendiculars from a point on the circumcircle of a triangle to its sides are on a straight line.

If Q, Q' are the extremities of a diameter of the circumcircle, prove that the pedallines of Q and Q' are perpendicular.

7. A straight line meets the sides BC, CA, AB of a triangle ABC in the points P, Q, R . Prove that

$$\frac{BP}{PC} \cdot \frac{CQ}{QA} \cdot \frac{AR}{RB} = -1.$$

A, B, C, D are four points not necessarily in the same plane. From a point O on BD a straight line OQP is drawn meeting AB, AD in the points P and Q respectively, and a straight line OSR is drawn meeting CB, CD in the points R and S respectively.

$$\text{Prove that } \frac{BP}{PA} \cdot \frac{AQ}{QD} \cdot \frac{DS}{SC} \cdot \frac{CR}{RB} = 1.$$

8. Prove that the locus of a point which moves so that the tangents drawn from it to two circles are equal is a straight line.

Two circles are wholly outside each other and A, B are the points of contact of a straight line which touches both circles. Prove that the circle described on AB as diameter meets the line of centres of the two given circles in two points which are equidistant from the radical axis of the circles.

9. Define a harmonic range and a harmonic pencil.

Prove that any straight line meets a harmonic pencil in a harmonic range.

Through a fixed point O a variable straight line is drawn to meet two fixed straight lines in points P and Q , and on the line OP a point R is taken such that

$$\frac{1}{OP} + \frac{1}{OQ} = \frac{4}{OR}.$$

Find the locus of R .

DYNAMICS

ADDITIONAL MATHEMATICAL SUBJECT

(Higher Grade)

Monday, 21st March—1.30 P.M. to 3.30 P.M.

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Square-ruled paper and four-place logarithmic tables are provided.

The value attached to each question is shown in brackets after the question. Marks will be deducted for careless or badly arranged work.

SECTION I.

All the questions in this Section should be attempted.

1. Define *uniform acceleration*, and describe briefly how it is measured practically in some particular case.

A train, which started from rest, travelled 25 yards in the first five seconds and $62\frac{1}{2}$ yards in the next five seconds. Find its average acceleration in yards per second per second during each of these periods. (15)

2. State clearly what you understand by the terms *force* and *triangle of forces*.

A weight of 10 lb. is suspended from two points at the same level by two strings 3 inches and 4 inches long. If the shorter string makes an angle of 60° with the vertical, find, by means of a carefully drawn diagram or otherwise, the tension in each string. (15)

3. Explain the following terms:—*work*; *foot-pound*; *horse-power*.

What is the effective horse-power of an engine which pumps water from a depth of 296 feet at the rate of 220 gallons per minute, and delivers it at the top with a velocity of 16 feet per second?

(A gallon of water weighs 10 lb.; $g = 32$ feet per second per second.) (15)

4. Describe how you would find the specific gravity of a solid lighter than water.

A piece of wood whose volume is 150 c.c. and whose density is 0.75 gram per c.c. is pushed down till it is completely submerged in water. What force in grams weight, and in dynes, must be exerted to hold it down?

$$(g = 981.) \quad (15)$$

SECTION II.

Only two questions should be attempted from this Section.

5. A barometer tube, of uniform bore 32.5 inches long and 0.25 square inch in section, is filled with mercury and the open end is stopped. The tube is now inverted in a bowl of mercury, the stopped end of the tube being one inch below the surface of the mercury in the bowl. The lower end is now unstopped. What volume of mercury will run out of the tube when the atmospheric pressure is 14.76 lb. per square inch? (A cubic inch of mercury weighs 0.492 lb.)

What would happen if the tube were now tilted over at an angle of 30° to the vertical, the centre of the bore of the open end remaining one inch below the surface of the mercury in the bowl? (20)

6. Prove that the centre of gravity of a uniform triangular thin plate is at the intersection of the medians.

From a right-angled triangular plate ABC whose dimensions are:— $AB = 3$ inches, $BC = 4$ inches, $CA = 5$ inches, a triangular portion CDE is removed, the cut being parallel to AB through D , the middle point of BC . Find the position of the centre of gravity of the portion $BDEA$. (20)

7. The arms of a copying-press* are each 10 inches long, and the upper plate of the press moves 0.25 inch vertically for each complete turn of the horizontal arms.

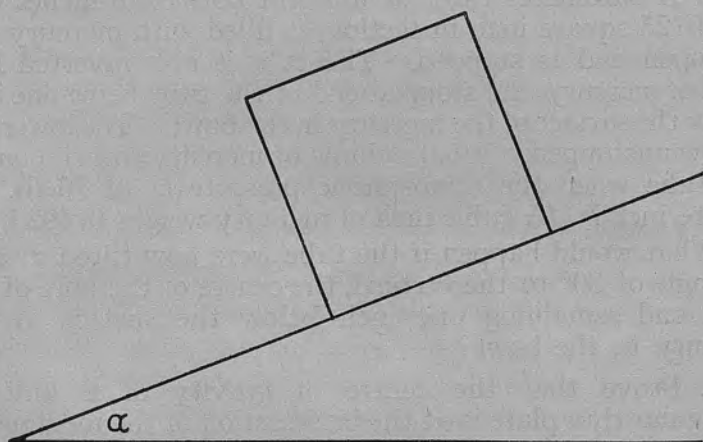
(a) Find the mechanical advantage of the press.

(b) If the efficiency of the press is 0.75, find the total pressure between the plates when opposite horizontal forces of 21 lb. are applied one at the end of each of the arms and at right angles to them. ($\pi = 3\frac{1}{7}$). (20)

* A copying-press consists of two horizontal plates, the lower being fixed, and the upper capable of vertical movement on a central screw.

8. The figure given below shows the elevation of a uniform rectangular block at rest on a rough plane which is inclined at an angle α to the horizontal. Copy the figure accurately in your examination book, and show clearly the forces acting on the block. Write down two equations connecting these forces.

The coefficient of friction between the plane and the block being $\tan \beta$, the angle α is very gradually increased. Find the value of α at which the block begins to move, distinguishing between the case in which it begins by sliding from that in which it begins by toppling over. (20)



BOOKKEEPING

Monday, 21st March—1.30 P.M. to 4.30 P.M.

The value attached to each question is shown in brackets after the question. In addition, 15 marks are allowed for writing and style.

1. Draw a cheque for £250 10s. 6d. on the Northern Bank, Ltd., payable to the Empress Co., Ltd., and give it a special crossing. (5)

2. On 1st July, 1931, A. E. Arnot had cash in hand, £14 7s. 6d.; cash at the bank, £479 8s.; a bill for £225 accepted by J. Smith and due on 8th July; goods valued at £750 10s. 9d.; and debts due to him by A. White and W. James amounting to £320 1s. 8d. and £127 9s. 6d. respectively. He owed R. Brown £461 18s. 4d.; E. Grigor, £110 9s. 5d.; and £137 10s. in respect of a bill due on the 23rd July.

His transactions during the month of July were :—

1931.

- July 2. Sold goods to H. Young, £125 17s.
 3. Received H. Young's acceptance at 3 months for £125 17s.
 4. Paid R. Brown by cheque, £243 15s. Discount, £6 5s.
 6. Bought goods of E. Grigor, £98 16s. 4d.
 7. Discounted at bank, H. Young's bill, discount being £2 3s. 4d.
 8. J. Smith's bill due to-day dishonoured. Paid noting charges, 5s.
 9. Received from W. James, cheque for £50 on account.
 11. Received J. Smith's acceptance at 1 month for £230 17s. 6d. in place of bill dishonoured and including noting charges and interest.
 13. Paid E. Grigor by cheque, £97 10s. ; discount, £2 10s.
 14. Sold goods for £235 19s. 5d. to D. Scott.
 15. Received D. Scott's cheque for £146 5s. ; discount allowed, £3 15s.
 17. A. White paid by cheque, £150, and sent his acceptance at 1 month for the balance due.
 18. Purchased goods of R. Brown for £71 3s. 8d.
 20. Cash sales to date, £23 5s. 6d. Paid proceeds into bank.
 21. Part of goods purchased from R. Brown were received damaged. His credit note for allowance, £4 19s. 7d. received.
 23. Bill due to-day met at bank.
 25. Drew from bank for office cash, £40.
 28. Received cheque, being composition of 6s. 8d. in the £ in respect of the amount due by W. James.
 29. Sold goods value £145 9s. 10d. to A. White.
 31. Paid sundry expenses, £7 19s. 3d., and wages, £27 10s.

All cheques were paid into bank the same day. Record the above in the necessary books of account, post to the ledger and extract a trial balance. *No Profit and Loss Account, or Balance Sheet, is required.*

3. From the following trial balance prepare Trading Account, Profit and Loss Account, and Balance Sheet. Profits are divided equally :—

	<i>Dr.</i> £	<i>Cr.</i> £
Stock in trade (at 31st July, 1931)	1,569	
Premises	2,300	
Furniture and fittings	375	
Sales		8,904
Cash in hand	50	
Cash at bank	1,764	
Trade expenses	547	
Sundry debtors	1,210	
Discounts		48
Sundry creditors		573
Purchases	5,763	
Bills payable		832
Wages	350	
Rents and rates	190	
Returns inwards	181	
Bills receivable	730	
Carriage	235	
Drawings : R. Roberts	500	
W. Roberts	593	
Capital : R. Roberts		3,000
W. Roberts		3,000
	<u>£16,357</u>	<u>£16,357</u>

The stock-in-trade at 31st December, 1931, was valued at £1,476.

The following adjustments have to be made :—

(1) Provision for a reserve for bad debts of 5 per cent. on sundry debtors.

(2) Depreciation of premises at 15 per cent. per annum.

(3) Interest on each partner's capital at 5 per cent. per annum.

(50)

COMMERCIAL ARITHMETIC

(FIRST PAPER)

Monday, 21st March, 10 A.M. to 10.30 A.M.

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

The sums are not to be copied out, and all the calculations required are to be performed mentally.

More importance will be attached to accuracy than to quickness.

The value attached to each question is shown in brackets after the question.

Fill this in first.

Name of School.....

Name of Pupil.....

1. Add, down and across :—

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
231	17	9	4,976	6	4	540	5	7	.....	.....	.....
546	9	5	95	19	10	466	7	6	.....	.....	.....
85	15	3	179	10	9	1,774	13	5	.....	.....	.....
367	4	8	93	14	7	723	11	11	.....	.....	.....
919	19	7	147	7	3	989	17	5	.....	.....	.....
173	9	10	2,367	17	9	32	15	2	.....	.....	.....
89	3	4	958	16	5	65	18	9	.....	.....	.....
252	13	8	645	5	6	387	6	11	.....	.....	.....
1,761	9	3	968	18	8	971	4	7	.....	.....	.....
538	12	7	173	3	4	768	19	10	.....	.....	.....
£	:	:	£	:	:	£	:	:	£	:	:

(15)

2. Subtract :—

£	s.	d.	£	s.	d.	£	s.	d.
32,756	7	4	49,762	4	8	91,358	17	11
19,858	13	5	37,948	17	9	82,789	18	4
.....								
£	:	:	£	:	:	£	:	:

(4)

3. Write down the values of :—

34 articles at 12s. 6d. per doz.....
2 lbs. 3 ozs. at 2s. 8d. per lb.....
5 per cent. of £74 6s. 8d.....

(6)

COMMERCIAL ARITHMETIC

(SECOND PAPER)

Monday, 21st March—10.30 A.M. to 12 NOON.

Before attempting to answer any question, Candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

Four-place logarithmic tables are provided.

All the working must be shown in its proper position in the answer, and the different steps of the calculation should be shortly indicated in words.

Algebraical symbols may be used if properly explained.

The value attached to each question is shown in brackets after the question. In addition, 7 marks are allowed for neatness, arrangement and style.

1. The sides of an oblong map, drawn to the scale of 6.25 cm. to the kilometre, are 21.7 centimetres and 15.4 centimetres. What is the approximate area covered by the map in hectares? (100 sq. decametres = 1 hectare). (9)

2. A bankrupt's assets are sufficient to pay a dividend of 3s. 2½d. in the £1. If he had £100 more he could pay 3s. 10d. in the £1. Find his liabilities and his assets. (8)

3. A invested £10,000 in 5 per cent. War Stock when it stood at 102½; B invested the same amount when the Stock stood at 95. Find the difference in their yearly incomes. (9)

4. Find the equated date of payment of three accounts of £150 each, due respectively for payment at the end of 2, 4, and 5 months from the 1st June. (8)

5. A, B, and C entered into partnership. On 1st January A paid in £750 as his capital, and B, £400. C paid in £250 on 1st February and a further £100 on 1st June. Profits at 31st December amounted to £222 5s., and after allowing interest on capital invested at 5 per cent. per annum, were divided in the proportion A 3 : B 2 : C 1. How much did each receive? (10)

6. A tobacconist bought three kinds of tobacco, the first at 9s. 4d. per lb., the second at 10s. per lb., and the third at 12s. per lb. He made up a mixture of all three in the proportion 3 : 4 : 5. What selling price per ounce would give him a profit of 25 per cent. on his outlay ? (12)

7. A.B., a merchant in Paris, owed C.D. & Co., a firm in London, 18,106 francs. On 1st March C.D. & Co. drew a bill at 3 months on A.B. for the amount due, and discounted the bill at the Bank on the same day at 5 per cent., the rate of exchange being 123.45 frs. to the £1. How much did C.D. & Co. receive ? (12)

SCIENCE

HIGHER GRADE—(BOTANY)

Tuesday, 22nd March—2.15 P.M. to 4.15 P.M.

FIVE questions in all should be attempted.

Answers should, wherever possible, be illustrated by diagrams.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Give an account of the process of respiration in plants, and describe experiments to illustrate your answer.

2. Describe in detail, with drawings, the structure of the root of a dicotyledon, and discuss the function of the various tissues. How does secondary growth take place, and where do the branch roots originate ?

3. Give an account of the structure and life history of any fungus you know. How does a fungus differ in its nutrition from a green plant ?

4. Describe experiments to show that water is—

- (a) taken in by the roots of a plant,
- (b) conducted upwards by the stem,
- (c) given off by the leaves.

5. Give an account of any plant community (such as woodland, moor, sand-dune, etc.) which you have studied. Give a list of plants found there, and say how they are adapted for their life in that community.

6. What are the effects of (a) gravity, (b) light, on the direction of plant growth? Describe experiments to illustrate your answer.

7. What are the principal means by which plants are distributed? Give an account, with examples, of adaptations for dispersal.

SCIENCE

HIGHER GRADE (CHEMISTRY)

Wednesday, 23rd March—2.15 P.M. to 4.15 P.M.

Not more than FIVE questions should be attempted. Full marks will not be awarded unless the answers are illustrated by carefully drawn diagrams of reasonable size and supplemented by equations wherever possible.

$H = 1$, $O = 16$, $N = 14$, $C = 12$, $Cl = 35.5$.

Mathematical tables will be supplied to those who desire them.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. Explain the full significance of the terms *oxidation* and *reduction*.

Write equations for the following reactions, name the products of the reactions, and indicate where oxidation and reduction have taken place:—

- (a) Action of sulphuretted hydrogen on sulphur dioxide.
- (b) Action of chlorine on sulphuretted hydrogen.
- (c) Action of sulphur dioxide on chlorine water.
- (d) Action of steam on red-hot coke.

2. Describe in detail a method for finding the molecular weight of a volatile compound, *e.g.*, benzene (B.P. $80^{\circ}\text{C}.$).

The percentage composition of a volatile liquid was found to be as follows:—

Carbon, 64.9% ; Hydrogen, 13.5% ; Oxygen, 21.6% .

If 0.1146 gm. of this liquid gave 36.3 c.c. of vapour at 11°C. and 752 mm. pressure, find its molecular weight and its formula.

3. Describe the laboratory method of preparing *dry* hydrogen chloride.

Give a list of its four principal physical, and its three principal chemical properties. Indicate how you would demonstrate two of its chemical properties.

How would you show experimentally—

- (a) That the gas contains hydrogen and chlorine;
- (b) That the gas contains only hydrogen and chlorine?

4. Describe the preparation of nitrogen peroxide, and state how you would obtain a specimen in the liquid form.

How would you demonstrate (a) its action on water, and (b) whether it supports combustion? Write a note on each of the reactions (a) and (b), and give equations.

The vapour density of this oxide at various temperatures is shown in the following table:—

26°C.	60°C.	100°C.	135°C.	140°C.
38.3	30.1	24.3	23.1	23.0

What is the significance of these figures?

5. You are given concentrated hydrochloric acid and any pure solid substance which you may require; explain in full detail how you would prepare a litre of normal hydrochloric acid.

25.0 c.c. of a saturated solution of sodium bicarbonate in water are neutralised by 25.5 c.c. of 1.01 N hydrochloric acid. Find the number of grams of sodium bicarbonate in a litre of the saturated solution.

6. What do you understand by the term *Allotropy*?

Illustrate your answer by referring to the properties of *two* allotropic modifications of (a) sulphur, and (b) oxygen.

Describe briefly the preparation of two allotropic forms of *either* of these elements, and outline the experiments you would perform to justify the statement that these two allotropes are actually forms of the same element.

7. **Either** (a) Give an account of the occurrence of aluminium in nature, and indicate briefly how the pure metal is obtained commercially.

Discuss the chief properties of aluminium, showing how these have led to the rapidly increasing use of this metal in everyday life. (Not more than six properties need be mentioned.)

Or (b) In South Lancashire, coal, salt, limestone, and sand are easily obtained. The district is, therefore, an important centre of the British Chemical Industry.

Write a short essay on this statement, giving some account of processes and products you would expect to find there. (Not more than four processes with relative products need be mentioned.)

SCIENCE

HIGHER GRADE—(ENGINEERING)

Wednesday, 23rd March—2.15 P.M. to 4.15 P.M.

FIVE questions should be attempted, viz., THREE questions from Section A, and TWO questions from Section B.

When Candidates use a formula they must explain each symbol. Units must always be stated.

Take $\pi = \frac{22}{7}$, and $g = 32$ ft. per sec. per sec.

Square-ruled paper and four-place logarithmic tables are provided.

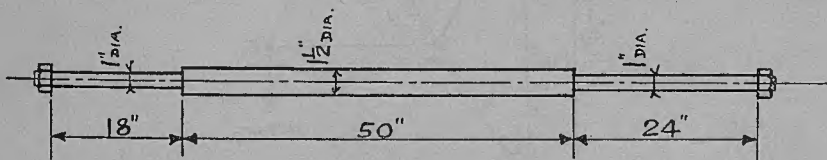
N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

SECTION A.

Only THREE questions should be attempted from this Section.

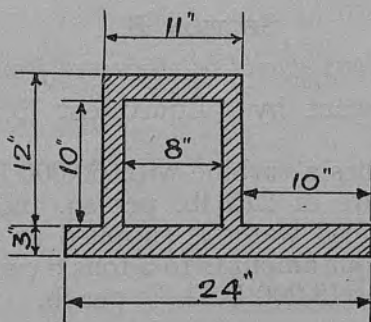
1. Define the terms *Elastic Limit*, *Yield Stress*, *Ultimate Strength*.

A steel rod stay of circular section is fixed in position by means of nuts screwed on the ends (see figure below). When screwed up the rod is stretched 0.03 inch. Determine the load in tons that has been put on the bar, and the stress in each part of it. Take the modulus of elasticity for steel at 30×10^6 lb. per sq. inch.



2. Define *Centre of Gravity* and describe how this might be found for a thin plate of irregular shape.

Determine the position of the centroid of the section area shown in the figure below.



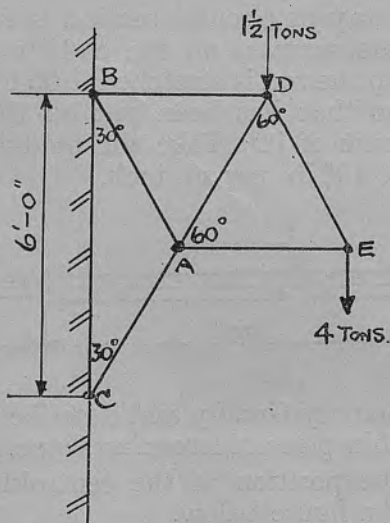
3. Describe briefly an experiment to determine the frictional resistance of a belt on a pulley.

A belt is to be used to transmit 50 h.p. from one shaft to another when running at a speed of 20 feet per second. The thickness of the belt is limited to 0.5 inch, and the maximum working stress in the belt is not to exceed 350 lb. per sq. inch cross section.

Determine the width of the belt that will be required, if the tension on the tight side may be taken as $2\frac{1}{2}$ times the tension on the slack side.

4. The sketch given below shows a pin-jointed frame structure. Draw the frame to scale.

Determine by means of a stress diagram for the given loading the forces in the members AB, AC, AD, AE, and indicate which members are in tension and which are in compression.



SECTION B.

Only two questions should be attempted from this Section.

5. What is meant by "Equivalent Evaporation from and at 212° F."?

A boiler supplies a turbine with 60,000 lb. of steam per hour at a pressure of 275 lb. per sq. inch and 200° F. superheat. The feed water is supplied at 50° F. and the coal burned per hour amounts to 3 tons 6 cwt. The calorific value of the coal is 13,200 B.Th.U. per lb.

Determine :—

- The boiler efficiency.
- The actual evaporation per lb. of fuel.
- The equivalent evaporation from and at 212° F.

Data from Steam Tables from which quantities required should be taken, interpolated where necessary.

Pressure, lb. per sq. inch.	Total heat superheated steam.		
	180° F.	200° F.	240° F.
200	1,306	1,317	1,338
250	1,313	1,324	1,345
300	1,318	1,329	1,351

6. Make a simple line sketch showing an outside view of a Surface Condenser and indicate by dotted lines the path of the steam and of the cooling water.

Such a condenser deals with 120,000 lb. of steam per hour at a pressure of 0.75 lb. per sq. inch absolute. The steam is estimated to be 8 per cent. wet. The condensate leaves at 83° F., while the cooling water enters at 55° F. and leaves at 78° F. Determine the quantity of cooling water required per hour.

If the cooling water inlet temperature falls in winter to 34° F., how much steam can then be dealt with, the quantity of cooling water and its outlet temperature remaining unaltered?

Pressure, lb. per sq. inch.	Temperature ° F.	Liquid Heat.	Latent Heat.	Total Heat.
0.5	79.5	47	1,045	1,092
0.75	92.2	60	1,038	1,098
1.0	101.7	69	1,033	1,102

7. Enumerate the characteristics of the fuels that are used for various kinds of internal-combustion engines.

Describe briefly the cycle of operations of a Diesel Engine and enumerate the differences between that type of engine and the engines now variously called "solid injection," "cold starting" and "airless injection."

SCIENCE

LOWER GRADE—(GEOGRAPHY)

Wednesday, 16th March—10 A.M. to 12.30 P.M.

SIX questions should be attempted, viz., the whole of Section A, TWO questions from Section B, and TWO questions from Section C.

The value attached to each question is shown in brackets after the question.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

SECTION A.

The whole of this Section should be attempted.

1. On the accompanying map of part of the British Isles—

- (a) Outline, shade, and name two large areas of very dense population.
- (b) Outline and name areas too high for population. (Neglect Ireland.)
- (c) Insert, by means of a *double* line in areas where you would expect to see towns and villages, and elsewhere by means of a *single* line, the following railway routes:—
 - (i) Edinburgh—Carstairs—Carlisle—Leeds.
 - (ii) Glasgow—Kilmarnock—Carlisle—Newcastle-upon-Tyne.
- (d) Insert and name *one* town on each of the routes mentioned above, apart from those given; name *two* river valleys used by each route; print C at *four* different places along the second route where coal is mined. (20)

2. On the accompanying map of the World—

- (a) Name Sumatra, Korea, Trinidad; mark and name Jerusalem, Esthonia, Kanchenjunga, Lake Tanganyika, Angora, Auckland, the North Magnetic Pole, and the sites of Carthage and Nineveh.
- (b) Print the names of the following races and animals over the places where they are found (one place for each race or animal): Magyars, Papuans, Dyaks, Maoris, Basques, Laplanders, condor, emu, gorilla, penguin, llama, walrus.
- (c) (i) Mark the position of San Francisco (Lat. 38° N.) by a dot, and from the dot draw an arrow to represent a south wind at San Francisco.
- (ii) Mark by a cross on the map the antipodes of Cairo, Lat. 30° N., Long. 31° E.
- (iii) Draw a meridian through all places where it is 2 a.m. when it is noon at Greenwich.
- (iv) An aviator flies from the south coast of England due south along the meridian of Greenwich to the equator. Then he turns due east and flies the same distance. Put a cross surrounded by a circle on the map at the spot he has reached. (20)

SECTION B.

Two questions should be attempted from this Section.

3. State the latitude, the longitude, the average annual rainfall, the mean January temperature, and the mean July temperature of your school district. If your school stood 900 feet higher, how would some of these figures be affected? (15)

4. You are offered the choice of a holiday either in Skye or in the Isle of Wight. Describe the scenery and attractions of each place. Indicate briefly how each place would be reached from Edinburgh. (15)

5. Draw a sketch-map of Fife showing upland regions, agricultural regions, and mining areas. Insert the names of two rural market towns and two mining centres. (15)

6. What are the main commodities passing between British ports and Limerick, Cork, and Belfast? Account briefly for this trade. (15)

SECTION C.

Two questions should be attempted from this Section.

7. In the reign of Queen Elizabeth, Sir John Hawkins proposed that an English fleet should be stationed continuously at the Azores (38° N., 30° W.) in order to intercept treasure ships from the Spanish Main and also Portuguese ships from India. Explain by reference to the winds of the Atlantic how the Azores formed a nodal point on these routes. (15)

8. Give a geographical account of Jugo-Slavia, or Czecho-Slovakia, or Finland. (15)

9. Describe with the aid of a sketch-map the course of the River Mississippi and its main tributaries. Show how the climate, productions, and occupations of the people vary in different parts of the river-basin. (15)

10. Where are the chief sources of the world's supply of crude mineral oil? Give fuller particulars of *one* of these fields, stating how the oil is obtained, transported to the coast, and exported. (15)

11. How would you divide Africa *or* Australia into natural regions based on climate? What conclusions might be drawn regarding the possibilities of future development of some of these regions? (15)

12. In a book *The Distribution of Animals* the following statement appears: "We have but to transport ourselves to the Malay Archipelago, and observe how wonderfully diverse are the respective faunas on either side of the very narrow (but deep) channel separating the islands of Bali and Lombok from each other." Expand this statement. (15)

SCIENCE

HIGHER GRADE—(GEOGRAPHY)

Wednesday, 16th March—10 A.M. to 12.30 P.M.

FIVE questions should be attempted, viz., the whole of Section A, TWO questions from Section B, and TWO questions from Section C.

The value attached to each question is shown in brackets after the question.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

SECTION A.

The whole of this Section should be attempted.

1. The accompanying map shows a part of Ayrshire on the scale of one inch to one mile.

- (a) On the ruled space below the map draw a section from **A** to **B**. (Do not spend time over minute details of the section.)
- (b) Name *on the section* the chief features or land-forms shown by the section.
- (c) Discuss broadly the situation of (a) towns and (b) scattered dwellings on the map.
- (d) Compare the courses followed on the map by main roads and railways with the courses followed by minor roads. Explain the differences. (36)

SECTION B.

Two questions should be attempted from this Section.

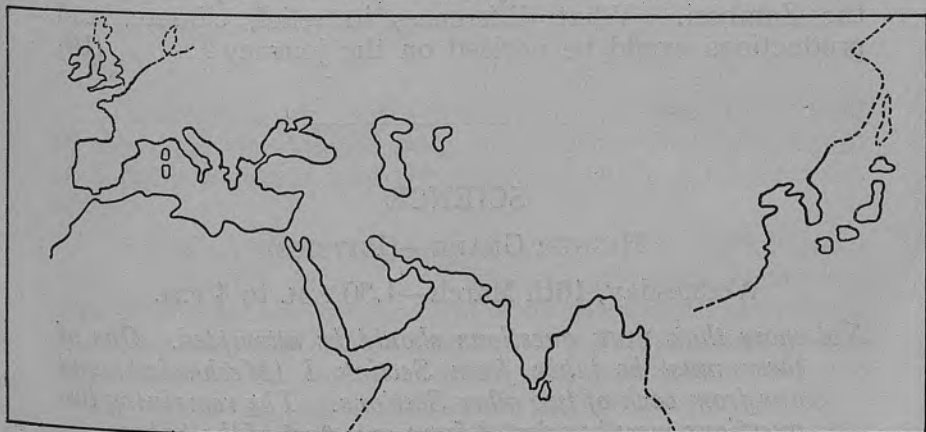
2. An extract from a field-book showing a compass traverse from a village X to a village Y is given below. Draw the route between X and Y. (A convenient scale is 2 inches to one mile, and it will be found advisable to make a scale showing distances in hours and minutes. Pencil work will be accepted.) (16)

Y		
10.25		
10.7	346	
9.56	35	Rate of marching 2½ miles per hour.
9.50	85	
9.29	98	
9.25	82	
9.19	106	
9.8	90	
9 a.m.	111	
Times	Bearings	
X		

3. How does the temperature of the atmosphere vary as one rises above the surface of the earth? What is meant by saying that isotherms on a map are reduced to sea-level? What are the advantages of reducing the temperature to sea-level? (16)

4. How are soils formed? How could you classify them? In what ways do the soils of Scotland influence the character of the vegetation on them? (16)

5. The sketch-map below shows roughly the world as known about two centuries before the Christian era.



Discuss the geographical barriers that made expansion difficult in those times. (16)

6. Write a systematic geographical account of any small area (*e.g.*, your parish or your school district) that is known to you by personal observation. (16)

SECTION C.

Two questions should be attempted from this Section.

7. Draw a sketch-map of the coast of *either* the Moray Firth *or* the Solway Firth. Describe the types of scenery, the climate, and the occupations of the people of the neighbouring districts. (16)

8. What are the chief factors that influence the volume and the nature of the trade of a port? Show how these circumstances are influencing at the present day the importance and trade of Hull and Liverpool. (16)

9. "Made in Czechoslovakia" is becoming as common as "made in Germany" on goods sold in our shops. How do you account geographically for this, and for the kind of goods that bear the legend? (16)

10. Describe the air-mail route from England to India. What parts of the route present special difficulties? Where and why would forced landings be most dangerous? (16)

11. Draw a sketch-map of the Great Lakes of North America. Put crosses where there are barriers to navigation, and indicate how these barriers are surmounted. Insert the names of six large towns. Add a note on the industry or trade of each town. (16)

12. Describe a railway journey from Cape Town to the Zambesi. What differences in relief, climate, and productions would be noticed on the journey? (16)

SCIENCE

HIGHER GRADE—(PHYSICS)

Wednesday, 16th March—1.30 P.M. to 4 P.M.

Not more than FIVE questions should be attempted. One of these must be taken from Section I (Mechanics), and one from each of two other Sections. The remaining two questions may be selected from any part of the paper.

Answers should, wherever possible, be illustrated by carefully drawn diagrams of reasonable size.

Mathematical tables will be supplied to those who desire them.

Before handing in their examination books Candidates should enter in the space provided on the front cover the numbers of the questions they have attempted.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

SECTION I (MECHANICS).

At least ONE question from this Section must be attempted.

1. State the laws of friction ; and distinguish between static (limiting) and kinetic (sliding) friction.

Define coefficient of friction, and describe briefly any experiment you have performed to determine the coefficient of friction between two surfaces.

A block of wood weighing 300 grams is just prevented from moving down a rough plane, inclined at 40° to the horizontal, by a force of 135 grams weight acting up the plane and parallel to it.

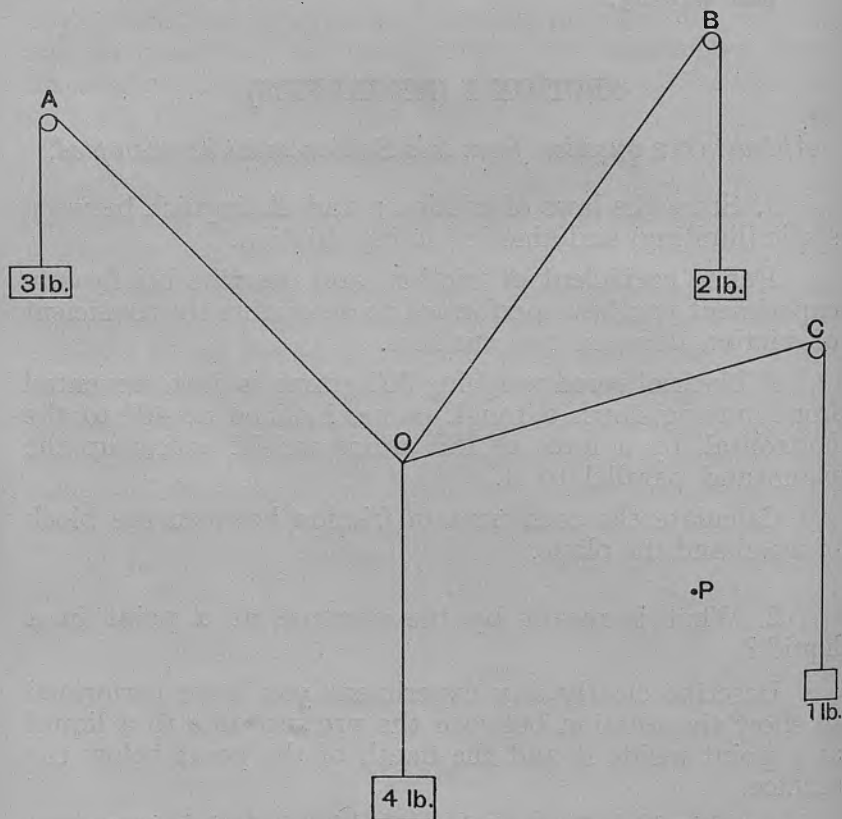
Calculate the coefficient of friction between the block of wood and the plane.

2. What is meant by the pressure at a point in a liquid ?

Describe clearly any experiment you have performed to show the relation between the pressure due to a liquid at a point inside it and the depth of the point below the surface.

A cubical block, the edge of which is 18", is immersed in brine (relative density 1.2) with its upper face horizontal and 48 inches below the surface of the brine. Calculate the total pressure of the brine on (a) the upper and (b) the lower face of the cube, and describe how you could use your results to confirm the Principle of Archimedes. (1 cubic foot of water weighs 62.5 lbs.)

3. Four strings tied together at O have weights attached to them, as shown in the diagram below. One string hangs vertically downwards from O, while the other three pass over the pulleys A, B and C. The whole system is in equilibrium. Reproduce the essential parts of the diagram on a page of your examination book by pricking through the necessary points. Use your diagram to verify (a) the truth of the Polygon of Forces, and (b) the Law of Moments with reference to the point P. (The weight of the strings and the friction of the pulleys may be considered negligible.)



SECTION II (HEAT).

4. Distinguish between the three modes of transmission of heat.

Describe *briefly* the three experiments you would perform to illustrate the different modes.

Write *brief* notes on the following :—

- (1) The Dewar or thermos flask,
- (2) The use of glass for fire screens and green-houses,
- (3) The use of wire gauze in the Davy lamp.

5. What is meant by *coefficient of linear expansion*?

Describe an experiment to determine the coefficient of linear expansion of brass.

Given that the coefficient of linear expansion of brass is 0.000019, find the coefficient of cubical expansion of brass, explaining your calculation fully.

A brass scale, graduated in inches, reads correctly at 10°C . If the distance between two points measured on this scale at 20°C . is 30.250 inches, what is the correct distance between the points (at 10°C .)?

6. State clearly how you would determine the specific heat of a liquid by the method of cooling, and explain the theory of the method.

A copper calorimeter (specific heat 0.1) weighing 20 grams and containing 50 c.c. of water is observed to take ten minutes forty seconds to cool from 60°C . to 50°C . When the calorimeter contains an equal volume of a liquid whose specific gravity is 1.2, it is observed to take six minutes forty seconds to cool through the same range of temperature, the conditions in other respects remaining unaltered. Find the specific heat of the liquid.

SECTION III (SOUND).

7. A glass rod when rubbed with a wet cloth emits a piercing note of high frequency. How would you find the frequency of this note, given a tuning fork of frequency 512 and a long stretched sonometer wire?

Describe and explain an experiment in which the glass rod mentioned above could be used to find the velocity of sound (a) in glass, (b) in carbon dioxide.

8. Explain clearly why beats occur when two tuning forks of nearly the same pitch are sounding together.

Describe the method you would adopt to find the frequency of a tuning fork, using a second fork of nearly the same pitch and of known frequency. How would you determine by experiment which fork had the higher frequency?

Two tuning forks A and B, when sounded together, produce four beats per second. A and B are in unison with lengths 128 cms. and 130 cms. respectively of a stretched sonometer wire. Find the frequency of each fork.

SECTION IV (LIGHT).

9. Describe fully any method for the accurate determination of the focal length of a convex mirror.

A convex mirror has a focal length of 10 cms. An object of height 2 cms. is placed in front of the mirror at a distance from it equal to the focal length. Find the nature, position, and size of the image.

Explain why a convex, and not a concave or a plane mirror, is used in a motor car to permit the driver to see objects behind him.

10. Explain by means of diagrams the defects known as "long sight" and "short sight," showing in each case the effect of the appropriate correcting lens.

A man whose least distance of distinct vision is 18 inches, cannot see clearly objects which are more than 10 feet away. Find the nature and the focal lengths of the spectacles he requires to enable him (a) to read a book held at a distance of 10 inches from his eyes, (b) to see distant objects clearly.

SECTION V (MAGNETISM AND ELECTRICITY).

11. State clearly what you understand by the intensity of the magnetic field due to a magnet, define the unit in which it is measured, and outline *briefly* any experiments you have carried out to investigate this field.

A *very short* magnet is placed with its axis magnetically east and west, and the following observations are made by means of a magnetometer placed

(a) in the line of the axis of the magnet,

(b) on the right bisector of the magnet.

Test whether the observations are reasonably consistent, stating clearly the principles you employ in testing.

Distance of magnetometer from centre of magnet.	Deflection.
(a) { 25 cms.	19° 36'
{ 28 cms.	14° 13'
(b) { 25 cms.	10° 18'
{ 28 cms.	7° 22'

12. Define (a) the electromagnetic, and (b) the practical unit of current.

Mention the three principal effects of an electric current, and describe in detail how one of them may be employed to measure the strength of a current. Outline *briefly* how each of the other two may be so employed.

13. Give two methods by which the internal resistance of a cell may be found.

Two cells, each of E.M.F. 1.5 volts and resistance 2 ohms, connected in parallel, send a current through a resistance of 4 ohms. Find the strength of the current in amperes, and the potential difference between the poles of the battery composed of these two cells when the current is passing.

14. Define unit quantity of electricity.

Upon what factors does the force between two electric charges depend? Describe *briefly* experiments you have performed to illustrate the effects of these factors.

Two insulated metal spheres of equal radii, charged one with + 35 and the other with - 15 units of electricity, are placed in air with their centres 10 cms. apart. Find the force between the two charges. If the spheres are brought into contact and again placed in their original positions, find the charges on the spheres and the force between them.

SCIENCE

HIGHER GRADE—(PURE ZOOLOGY)

Monday, 21st March—1.30 P.M. to 3.30 P.M.

FIVE questions in all should be attempted.

Answers should, wherever possible, be illustrated by diagrams of reasonable size.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

1. State briefly the characteristic features in the structure of birds. Indicate briefly how these features are related to the mode of life of this group of animals.

2. Describe as fully as possible the development of the frog. Only the external features should be mentioned, but the habits of the animal at each stage of its life history should be described.

3. Describe the alimentary canal of the rabbit, and give an account of the processes of digestion and absorption of the food.

4. Write a short essay on *either* the hive bee *or* the ant, noting especially the different types of individuals found in the community, the parts which they play, and the way in which they arise.

5. Describe the habits and the life history of Hydra, and compare this animal with any other member of its group (Coelenterata) with which you are acquainted.

6. Describe the external features and the habits of the earthworm, and compare them with those of any other member of this group of animals (Annelida) with which you are acquainted.

7. What is meant by the term "parasitism"? Mention three parasites, choosing them from at least *two* different groups of animals, and give *brief* notes on their life histories.

SCIENCE

HIGHER GRADE—(ZOOLOGY AND HUMAN PHYSIOLOGY)

Monday, 21st March—1.30 P.M. to 3.30 P.M.

FIVE questions in all should be attempted.

Before handing in their books Candidates should enter in the space provided on the front cover the numbers of the questions they have attempted in both Sections.

Answers should, wherever possible, be illustrated by diagrams of reasonable size.

N.B.—Write legibly and neatly, and leave a reasonable space between the lines. Marks will be deducted for bad writing.

SECTION I.—ZOOLOGY.

1. State briefly the characteristic features in the structure of birds. Indicate briefly how these features are related to the mode of life of this group of animals.

2. Describe as fully as possible the development of the frog. Only the external features should be mentioned, but the habits of the animal at each stage of its life history should be described.

3. Write a short essay on *either* the hive bee *or* the ant, noting especially the different types of individuals found in the community, the parts which they play, and the way in which they arise.

4. Describe the habits and the life history of Hydra, and compare this animal with any other member of its group (Coelenterata) with which you are acquainted.

SECTION II.—HUMAN PHYSIOLOGY.

5. State what you know regarding the secretion of gastric juice, its composition and its uses.

6. Write brief notes on—

- (a) The retina.
- (b) Reflex action.
- (c) Red blood corpuscle.
- (d) Heart-beat.
- (e) Plain muscle.

7. In what respect does an adequate diet for a child differ from that for an adult? Give reasons for these differences.

MUSIC

LOWER GRADE

Monday, 21st March—10 A.M. to 11.30 A.M.

N.B.—Candidates must write in ink, neatly and legibly, and they must leave a reasonable space between the lines. Marks will be deducted for bad writing. Care must be taken to make the notation clear ; notes indistinctly placed will be regarded as wrong.

The answers to Section I must be written in the space provided on this examination paper, which must be given up with the examination book. The ruled pages in the examination book may be used for rough work on these questions.

The answers to Section II are to be written in the separate book provided.

The value attached to each question is shown in brackets after the question.

Number of Seat occupied at examination.

FILL THIS IN FIRST.

Name of School

Name of Pupil

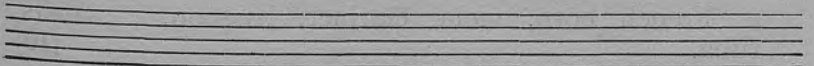
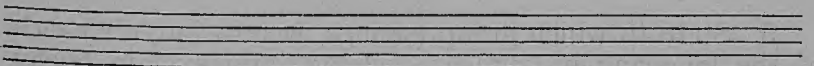
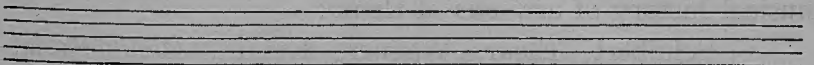
SECTION I.

ALL the questions in this Section should be attempted.

1. Rewrite, in the bass clef, the following melody a perfect fourth lower, adding the new key signature. What voice would sing the transposed version effectively? (8)

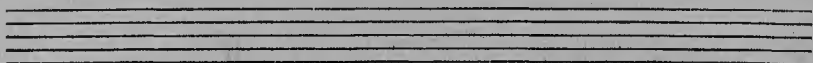
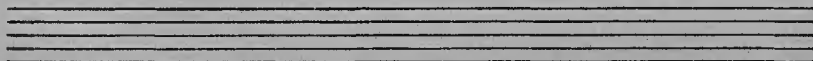


2. Write, in the key specified, the first *four* bars of any *two* of the following melodies:—"Annie Laurie" (E $\flat$ major), "Rule Britannia" (G major), "St. Patrick's Day" (F major), "Eriskay Love Lilt" (A $\flat$ major), "Auld Lang Syne" (F major), "Ye Banks and Braes" (A major). (20)

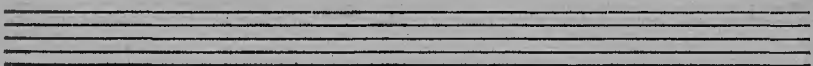


3. Write monotones in staff notation suitable to the poetic rhythms of the following words. Time signatures and bar-lines must be added, and each syllable placed under the note or notes to which it is to be sung :—

- (a) Merrily, merrily mingle they,
 “ Waken, lords and ladies gay.”



- (b) Come let us go ; your cheeks are pale. (12)



SECTION II.

Not more than TWO questions should be attempted from this Section.

4. Place the following composers in rough chronological order, and write a paragraph indicating the importance in musical history of any *one* of them :—

Schubert, Elgar, Wagner, Haydn, Mendelssohn,
 Handel. (10)

5. State to which group (strings, wood-wind, etc.) each of the following instruments belongs, and explain briefly how you would recognise any *two* of them :—

French horn, viola, clarinet, bassoon, castanets,
 tuba. (10)

6. Choose any *five* of the following themes and state by whom each was composed and from what work it comes. Be careful to letter your answers correctly. (10)



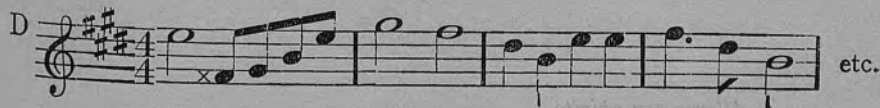
Allegretto.



Allegretto.



Allegro.



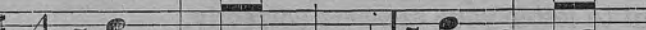
(6833 C)

F 2



Allegro moderato.

F



etc.

Allegro molte e con brio.

Allegro.

H

etc.

Allegro con spirito.

etc.

Allegretto pastorale.



Allegro.



etc.

Andante.



MUSIC

HIGHER GRADE

Monday, 21st March—10 A.M. to 12.30 P.M.

N.B.—Candidates must write in ink, neatly and legibly, and they must leave a reasonable space between the lines. Marks will be deducted for bad writing. Care must be taken to make the notation clear ; notes indistinctly placed will be regarded as wrong.

The answers to Section I must be written in the space provided on this examination paper, which must be given up with the examination book. The ruled pages in the examination book may be used for rough work on these questions.

The answers to Sections II and III are to be written in the separate book provided.

The value attached to each question is shown in brackets after the question.

Number of Seat occupied at examination.

FILL THIS IN FIRST.

Name of School

Name of Pupil.....

SECTION I.

QUESTION 1 and THREE OTHERS from this Section should be attempted.

1. Harmonise the following march-tune in four parts in short score :—



2. Harmonise in four parts, in short score :—



(10)

3. Add a melodious tenor part to the following :—



(10)

4. Expand the following melody to eight bars :—

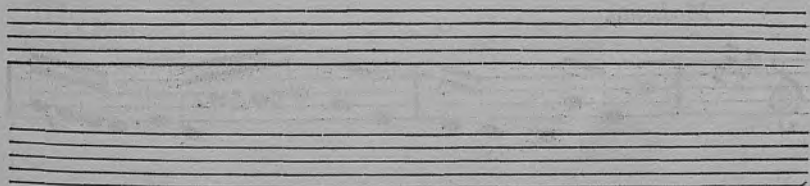
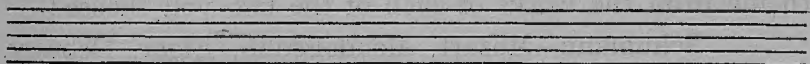


(10)

5. Write a monotone in staff notation suitable to the poetic rhythm of the following words. A time-signature and bar-lines must be added, and an indication of the *tempo* (e.g., *allegro* or *adagio*). Place each syllable under the note or notes to which it is to be sung :—

The slender acacia would not shake
 One long milk-bloom on the tree ;
 The white lake-blossom fell into the lake
 As the pimpernel dozed on the lea.

(10)



SECTION II.

Only ONE question from this Section should be attempted.

6. Write a brief description of sonata form, and mention some of the changes Beethoven introduced into it.

(10)

7. Define shortly any four of :—concerto, organum, gigue, nocturne, counterpoint, passacaglia, minuet, courante.

(10)

SECTION III.

Only ONE question from this Section should be attempted.

8. What is meant by "leit-motiv"? In whose works is such a device frequently employed? Illustrate your answer with one or two examples, if you can. (15)

9. Tell what you know of any *two* of the following composers, and quote what seems to you a characteristic theme from the works of each of the two you choose:—

Schumann, Mozart, Mendelssohn, Elgar, Debussy,
Handel, Verdi. (15)

10. Choose any *five* of the following themes and state by whom each was composed and from what work it comes. **Be careful to letter your answers correctly.** (15)

Moderato.



Vivace.



Allegro.*Molto moderato.**Allegro moderato.**Allegro vivace.*

Allegro moderato.*Adagio.**Allegro molto.**Allegro di molto.*



Presto.



APPENDIX.

LIST OF AUTHORITIES BY WHOM EVIDENCE OF SUCCESS AT THE LEAVING CERTIFICATE EXAMINATION IS CONDITIONALLY ACCEPTED IN LIEU OF PRELIMINARY EXAMINATIONS.

N.B.—FOR PARTICULARS AS TO THE CONDITIONS GOVERNING
ACCEPTANCE REFERENCE SHOULD BE MADE TO THE
REGULATIONS OF THE AUTHORITY CONCERNED.

Scottish Universities Entrance Board :

University of Aberdeen.
University of Edinburgh.
University of Glasgow.
University of St. Andrews.

University of Oxford.

University of Cambridge.

University of London.

University of Bristol.

University of Durham :

Durham Colleges.
Armstrong College, Newcastle-upon-Tyne.
College of Medicine, Newcastle-upon-Tyne.

Northern Universities Joint Matriculation Board :

University of Manchester.
University of Liverpool.
University of Leeds.
University of Sheffield.
University of Birmingham.

University of Wales.

The Queen's University of Belfast.

Girton College, Cambridge.

Imperial College of Science and Technology :

Royal College of Science.
Royal School of Mines.
City and Guilds (Engineering) College.

Royal Holloway College, Englefield Green, Surrey.

The Lords of Council and Session (for purposes of the Law Agents' Act).

The Society of Solicitors before Supreme Courts.

The Law Society.

The General Council of Medical Education and Registration of the United Kingdom.

The Dental Board of the United Kingdom.

The Joint Examinations held by :

The Royal College of Physicians of Edinburgh.

The Royal College of Surgeons of Edinburgh.

The Royal Faculty of Physicians and Surgeons of Glasgow.

The Examining Board in England by the Royal College of Physicians of London, and the Royal College of Surgeons of England.

*The Pharmaceutical Society of Great Britain.

The Chartered Accountants of Scotland.

The Institute of Chartered Accountants in England and Wales.

*The Society of Incorporated Accountants and Auditors.

*The Corporation of Accountants, Ltd.

*The London Association of Accountants.

*The Institute of Municipal Treasurers and Accountants (Incorporated).

The Institute of Company Accountants Limited.

The Faculty of Actuaries in Scotland.

The Institute of Actuaries.

The Chartered Insurance Institute.

*The Faculty of Insurance.

The Institute of Bankers.

The Institute of Bankers in Scotland.

The Chartered Institute of Secretaries.

The Royal Sanitary Institute and Sanitary Inspectors' Examination Joint Board.

*The Royal Sanitary Association of Scotland.

The Faculty of Surveyors of Scotland.

The Chartered Surveyors' Institution.

The Auctioneers' and Estate Agents' Institute of the United Kingdom.

* Evidence of having obtained the Day School Certificate (Higher) is also accepted by these Authorities; and by the

Air Ministry—for entry as Aircraft Apprentice and as Apprentice Clerk, Royal Air Force.

The Royal Institute of British Architects.
The Institution of Civil Engineers.
The Institution of Mechanical Engineers.
The Institution of Municipal and County Engineers.
The Institute of Chemistry of Great Britain and Ireland.
The National Froebel Union.
The Institute of Physics.
The Royal College of Veterinary Surgeons.
The British Optical Association.
The Chartered Institute of Patent Agents.
The Library Association.
The Textile Institute.
*The Institute of Transport.

* See footnote on page 113.

SCOTTISH EDUCATION DEPARTMENT.—1932.

- Reports, &c., 1930–31. Price 10s.; post free, 10s. 6d.
This Volume contains Reports, Statistics, Regulations, Minutes, Circulars, Leaving Certificate Examination Papers, etc.
- Report of the Committee of Council on Education in Scotland, 1931. Cmd. 4033.] Price 1s.; post free, 1s. 1d.
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- Report and Statistics relating to the Training of Teachers, 1928–30. Price 9d.; post free, 10d.
- Statistical Lists of Grant-earning Day Schools and Institutions, and of Continuation Classes and Central Institutions, for the year 1930–31. Price 2s.; post free, 2s. 2d.
- Statistics in respect of Education Areas, for the year 1930–31. Price 4d.; post free, 5d.
- Second Quinquennial Report on Physical Education in Schools in Scotland, for the period of five years ended 30th June, 1922, by Dr. Lewis D. Cruickshank. Price 6d.; post free, 7d.
- Royal Scottish Museum. Report for the year 1921–22. Price 6d.; post free, 7d.
- Secondary Education: Report, 1915. Price 3d.; post free, 4d.
- Leaving Certificate Examination Papers, including Day School Certificate (Higher) General Paper, 1931. Price 3s.; post free, 3s. 2d.
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- Lists of Education Authorities, Secondary Schools, &c., 1930. Price 6d.; post free, 7d.
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- Circular 60 (Conditions of the award of Day School Certificates (Higher)). Price 1d.; post free, 1½d.
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1932

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(MAPS.)

LEAVING CERTIFICATE EXAMINATION, 1932.

SCIENCE.
LOWER GRADE-(GEOGRAPHY).

MAPS.

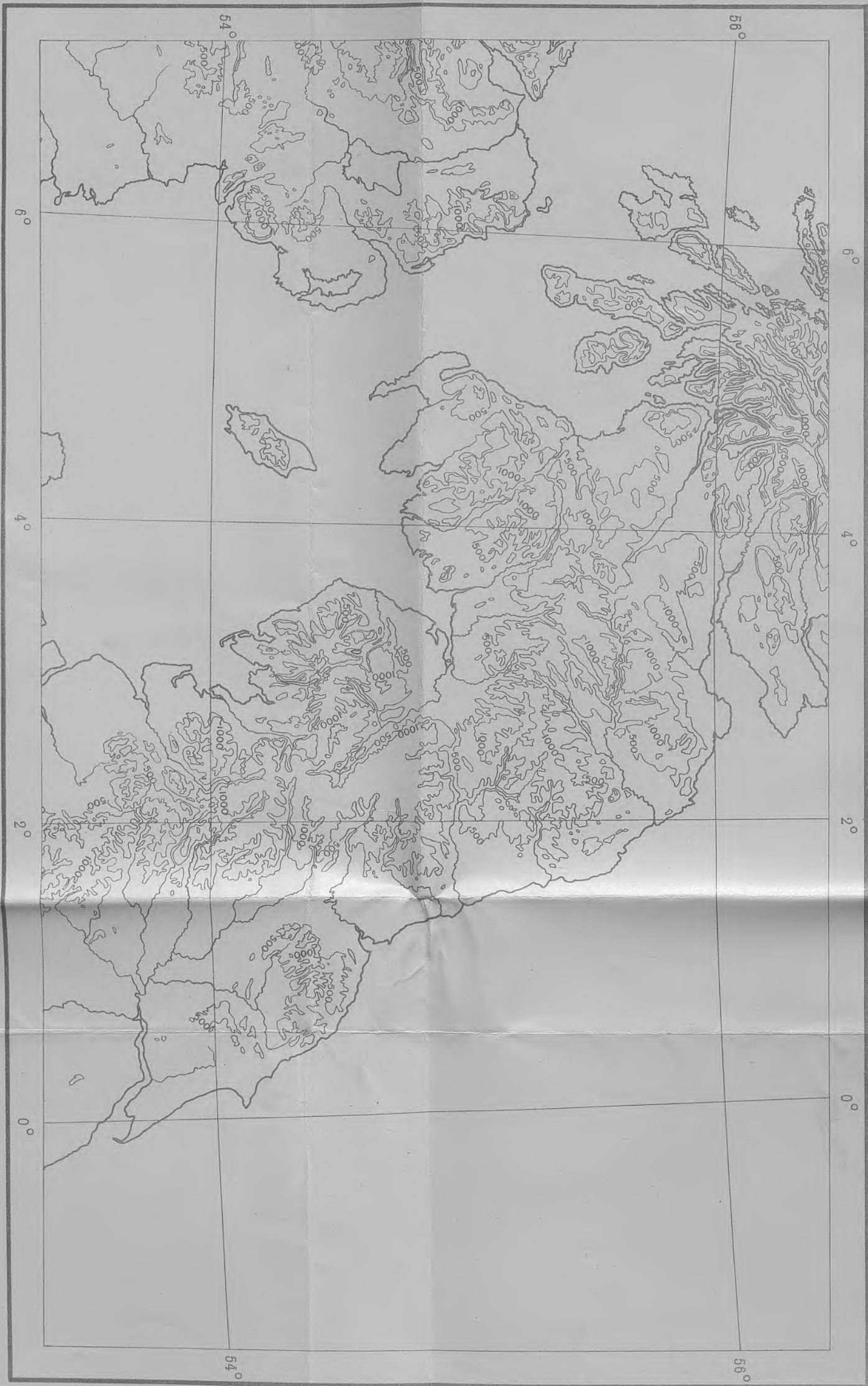
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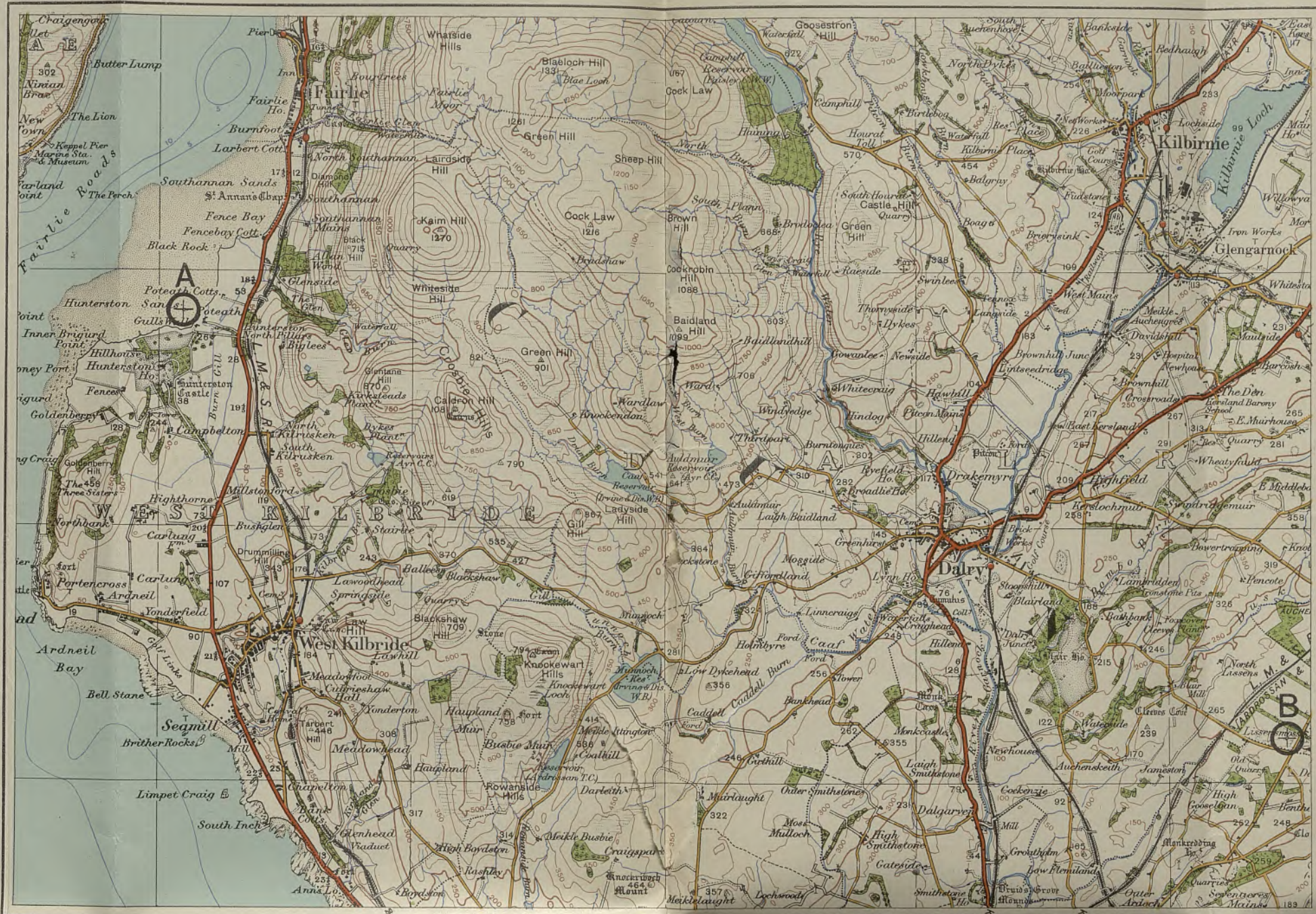
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Name of Pupil.....

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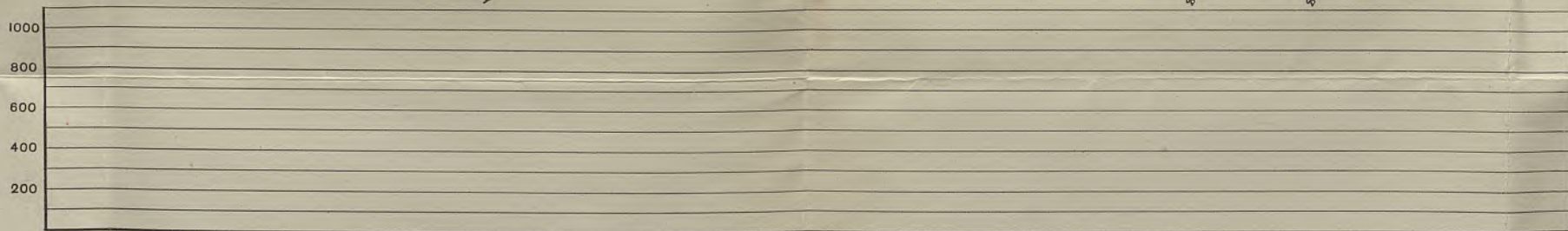
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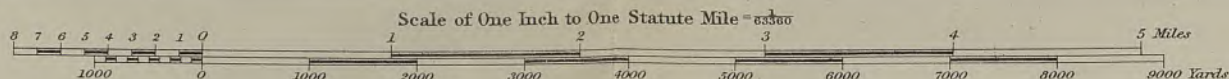
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A

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LEAVING CERTIFICATE EXAMINATION, 1932.

SCIENCE
HIGHER GRADE—(GEOGRAPHY)

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