

LEAVING CERTIFICATE EXAMINATION, 1908.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Tuesday, 7th April—10 A.M. to 12.30 P.M.

Candidates should attempt *seven* questions and no more—namely, Questions 1, 2, and 3; one or other of the alternatives given in Question 4 and Question 5; *one* question in Section B, and *one* in Section C.

VALUE.

SECTION A.

10. 1. Write out, and punctuate, the passage for dictation.
 [*The passage will be read out at 10.45 A.M., and candidates should reserve the first page of their books for this answer.*]
20. 2. Write a composition of about two pages on *one* of the following subjects:—
- (a) Describe a football, cricket, or hockey match *first* from the point of view of a player, *then* from the point of view of a bystander.
- (b) Imagine yourself on holiday in a rather remote part of Scotland; write to a school friend, describing the locality, telling how you have spent your time, and finally inviting him (or her) to join you. Give precise instructions as to the route.
- (c) "A poor girl, who played children's parts in a theatre, one night received a guinea from the treasurer in mistake for half-a-guinea, which was her weekly wage. She started off with it, repented, and took it back to the treasurer." Tell this story more fully and dramatically, as you would tell it to a younger brother or sister; conclude it as you please, describing the interview between the girl and the treasurer as you imagine it.
15. 3. Read the following poem from beginning to end. Then
- (a) Give in *plain narrative form* the essential facts of the story, whether expressed or only implied in the poem.
- (b) Point out two or three places where the poet has departed from this plain narrative form.
- (c) Select the stanza that you like best, and say why you prefer it.
- "O listen, listen, ladies gay!
 No haughty feat of arms I tell;
 Soft is the note, and sad the lay
 That mourns the lovely Rosabelle.
- 'Moor, moor the barge, ye gallant crew,
 And, gentle lady, deign to stay!
 Rest thee in Castle Ravensheuch,
 Nor tempt the stormy firth to-day.
- 'The blackening wave is edged with white;
 To inch and rock the sea-mews fly;
 The fishers have heard the water-sprite,
 Whose screams forbode that wreck is nigh.
- 'Last night the gifted seer did view
 A wet shroud swathed round lady gay;
 Then stay thee, Fair, in Ravensheuch;
 Why cross the gloomy firth to-day?"

VALUE.

'Tis not because Lord Lindesay's heir
 To-night at Roslin leads the ball;
 But that my lady-mother there
 Sits lonely in her castle hall.
 'Tis not because the ring they ride,
 And Lindesay at the ring rides well,
 But that my sire the wine will chide
 If 'tis not fill'd by Rosabelle.
 O'er Roslin all that dreary night
 A wondrous blaze was seem to gleam;
 'Twas broader than the watch-fire's light,
 And redder than the bright moonbeam.
 Seem'd all on fire that chapel proud,
 Where Roslin's chiefs uncoffined lie,
 Each Baron, for a sable shroud,
 Sheathed in his iron panoply.
 Blazed battlement and pinnet high,
 Blazed every rose-carved buttress fair—
 So still they blaze, when fate is nigh
 The lordly line of high Saint Clair.
 There are twenty of Roslin's barons bold
 Lie buried within that proud chapelle;
 Each one the holy vault doth hold,—
 But the sea holds lovely Rosabelle!
 And each Saint Clair was buried there
 With candle, with book, and with knell;
 But the sea-caves rung, and the wild winds sung
 The dirge of lovely Rosabelle."

[Note.—Ravensheuch is in Fife; Roslin is near Edinburgh.]

10. 4. *Either* (a) Pick out in the above poem (Question 3) *five* words and *five* constructions that would not be used in ordinary modern prose; and say what words and constructions you would use in their place in ordinary prose.
10. Or (b) (1) Parse the words in italics in the following lines:—
 (1) Nor *tempt* the stormy firth to-day.
 (2) Last night the gifted seer *did view*
 A wet shroud *swathed* round lady gay.
 (3) Why *cross* the gloomy firth to-day?
 (4) 'Tis not because the *ring* they ride.
- And
 (2) Analyse:—
 "Seem'd all on fire that chapel proud,
 Where Roslin's chiefs uncoffined lie,
 Each Baron, for a sable shroud,
 Sheathed in his iron panoply."
15. 5. *Either* (a) Describe the personal appearance and individual traits of any well-drawn character that you have read about recently in prose literature (essay or fiction). Give the name of the work in which this character figures; give the author's name; and indicate roughly the period to which the author belongs.
15. Or (b) Give a short account of the subject of *any one* of the following poems; describe the metre; name the author (if you can) and indicate his period; and quote several (six or eight) consecutive lines:—*Chevy Chase, The Battle of Agincourt, Il Penseroso, Alexander's Feast, Elegy written in a Country Churchyard, The Deserted Village, The Two Dogs, Christabel, Peter Bell, Morte D'Arthur, The Forsaken Merman.*

VALUE.

SECTION B.

15. 6.—(a) Arrange the following events (or as many of them as you can) in a column in chronological order, marking the centuries down the sides of the column, thus :—

Century	Event.
1200–1300	
1300–1400	
&c.	

And (b) Select *any one* event belonging to or closely connected with Scottish History, and write a paragraph on it, noting particularly the subsequent effects of the event which you select :—

The Plantation of Ulster, the Battle of Carham, the First Reform Bill, the Great Exhibition, the Battle of the Standard, Wat Tyler's Revolt, the Seven Years' War, the Algeciras Conference, the Establishment of Protestantism in Scotland, the reign of Alexander III. of Scotland, the Invention of Printing, the Spanish Armada, the Persecution of the Covenanters, the voyages of Vasco da Gama, the Act of Security.

15. 7. Describe *either* the life of the different orders of society (nobles, clergy, commons) in England or Scotland under the Feudal System ;
or life in a Scottish burgh under the Stuart Kings.
15. 8. Discuss Oliver Cromwell's home and foreign policy with special reference to his treatment of Scotland and Ireland.
15. 9. Contrast the extent of the British Empire and the internal state of Britain at the beginning and at the end of George III.'s reign. What causes brought these changes about ?

SECTION C.

15. 10. Explain fully, with illustrative drawings, *any two* of the following terms :—Contour line, isotherm, determination of position on a map, eclipse of the sun, effects of the inclination of the earth's axis, meridian of Greenwich.
15. 11. To what countries is Britain chiefly indebted for its food supply ? Give in each case the nature of the supply and the chief centres of export.
15. 12. Contrast Canada and Australia as fields for emigration.
15. 13. Give an account of any great explorer, and tell what you know of his principal discoveries.

ENGLISH.

LOWER GRADE.

Tuesday, 7th April—10.45 A.M.

This paper must not be seen by any candidate.

To be read out by the Teacher at 10.45 A.M. in the presence of the Supervising Officer, first with ordinary rapidity, a second time slowly and in short clauses, as indicated by the vertical lines, and a third time more rapidly, to enable candidates to revise and punctuate. No assistance whatever beyond the reading, which should show the sense of the passage, may be given to the candidates.

VALUE.

PASSAGE FOR DICTATION.

"I am extremely sorry, | my dear Emma," | said Mr. Micawber,* |
relenting, | "to have been betrayed | into any expressions | that might, | even
remotely, | have the appearance | of being strong expressions. | All I would
say is, | that I can go abroad | without your family coming forward | to
favour me | —in short, | with a parting shove | of their cold shoulders; |
and that, | upon the whole, | I would rather leave England | with such
impetus as I possess, | than derive any acceleration of it | from that
quarter. | At the same time, | my dear, | if they should condescend | to
reply to your communications | —which our joint experience | renders most
improbable | —far be it from me | to be a barrier | to your wishes." |

The matter being thus amicably settled, | Mr. Micawber | gave
Mrs. Micawber | his arm, | and said | they would leave us to ourselves; |
which they ceremoniously did. |

ENGLISH.

HIGHER GRADE—(FIRST PAPER).

Tuesday, 7th April—10 A.M. to 12.30 P.M.

Candidates should attempt *five* questions, and no more; namely, the whole
of Section A., *one* question from Section B., and *two* questions from
Section C.

SECTION A.

25. 1. Write an Essay, of about two pages, on *one* of the following
subjects:—

- (a) "Land of brown heath and shaggy wood!
Land of the mountain and the flood!
Land of my sires!"

Describe the picturesque and historical features of the landscape
visible from any well-known point of view in Scotland (*e.g.*,
from Stirling Castle, Edinburgh Castle, &c.).

- (b) A Haunted House. [The composition should take the form of a
personal narrative; describe the scene of your (real or imaginary)
adventure precisely.]
- (c) The ordinary routine of life on a large farm; or on board a ship; or
in any great industry with which you are familiar.

20. 2.—(a) Express the main thought of the following sonnet, shortly and in
plain language; (b) indicate what the expression of the thought seems to you
to gain from the use of the figures and phrases italicized:—

There's not a nook within this solemn Pass
But were an apt *confessional* for one
Taught by his *summer* spent, his *autumn* gone,
That life is but a *tale of morning grass*
Withered at eve. From scenes of art which chase
That thought away, turn, and with watchful eyes
Feed it mid *Nature's old felicities*,
Rocks, rivers, and smooth lakes more clear than glass
Untouched, unbreathed upon. Thrice happy quest
If from a golden perch of aspen spray
(October's workmanship to rival May)
The pensive warbler of the ruddy breast
That moral sweeten by a heaven-taught lay,
Lulling the year, with all its cares, to rest.

* The Teacher who dictates this passage will spell this name to the candidates.

VALUE.

SECTION B.

15. 3.—(a) Analyse the last sentence of the above sonnet ("Thrice happy quest rest").
 (b) Give the original meaning, and (if you can) the derivation of *solemn, scenes, felicities, pensive, ruddy*; and show the propriety of their use in the above sonnet.
15. 4. Write short notes on the syntax of the words italicized in the following sentences:—
 (a) There's not a nook within this solemn Pass
But were an apt confessional.
 (b) And *furious* every charger neighed
To join the dreadful revelry.
 (c) *Week in, week out*, from morn till night,
 You may hear his bellows *blow*.
 (d) *I had as lief* the town-crier *spoke* my lines.
 (e) Would thou might'st lie *drowning the washing* of ten tides.
15. 5. Rewrite the following passage in Modern English, changing the spelling and the archaic expressions; and add short notes on the words italicized:—

He observeth, if the Angler's Sport shoulde fail him, "he at the best hath his holsom Walk and mery at his Ease, a swete Ayre of the swete Savour of the Meade of Flowers, that maketh him hungry; he heareth the melodious Harmonies of Fowles, he seeth the young Swans, Herons, Ducks, Cotes, and manie other Fowles, with their Broods, which *me seemeth* better than alle the Noise of Hounds, Faukenors, and Fowlers can make. And if the Angler *take* Fyssh, then there is noe Man merrier than he is in his Spryte." And, "Ye shall not use this foresaid crafty Disporte for *no* covetysnesse in the encreasing and sparing of your Monie onlie, but princypallie for your Solace, and to cause the Health of your Bodie, and speciallie of your Soule, for when ye purpose to goe on your Disportes of Fysshynge, ye will not desire greatly many Persons with you, which would *lett* you of your Game. And thenne ye may serve God devoutlie, in saying affectuouslie your customable Prayer; and thus doing, ye shall *eschew and voyd* manie Vices."

SECTION C.

20. 6.—(a) "A good man was there of religioun,
 And was a poore Persoun [*i.e.*, Parson] of a town;
 But rich he was of holy thought and werk."
 (b) "A Sergeant of the Lave, war and wys
 No-wher so bisy a man as he ther nas,
 And yet he semed bisier than he was."
 (c) "With us ther was a Doctour of Phisyk,
 In al this world ne was ther noon him lyk
 He was a verrey parfit practisour."

Describe any notable pictures of the Good Parson, the Doctor, or the Lawyer, which you have met with in English Literature. [Not more than two examples in all need be given.]

20. 7. Discuss the appropriateness, and the poetical effect, of the following Personifications. To what period or poet would you be inclined to attribute each, and for what reasons?

- (a) Within the hollow crown
 That rounds the mortal temples of a king
 Keeps Death his court, and there the antic sits,
 Scoffing his state and grinning at his pomp,
 Infusing him with self and vain conceit,
 As if this flesh which walls about our life
 Were brass impregnable, and humour'd thus
 Comes at the last and with a little pin
 Bores through his cast'le wall, and farewell king!

VALUE.

- (b) The other shape,
 If shape it might be call'd that shape had none
 Distinguishable in member, joint, or limb;
 Or substance might be call'd that shadow seem'd,
 For each seem'd either; black it stood as night.
 Fierce as ten Furies, terrible as hell,
 And shook a dreadful dart; what seem'd his head
 The likeness of a kingly crown had on.
- (c) I there wi' *Something* did forgather,
 That pat me in an eerie swither;
 An awfu' scythe, out-owre ae shouther,
 Clear-dangling, hang
 A three-tae'd leister on the ither
 Lay, large an' lang.
 Its stature seem'd lang Scotch ells twa,
 The queerest shape that e'er I saw,
 For fient a wame it had ava;
 And then its shanks,
 They were as thin, as sharp an' sma'
 As cheeks o' branks.
- (d) Now, sometimes in my sorrow shut,
 Or breaking into song by fits,
 Alone, alone, to where he sits,
The Shadow cloak'd from head to foot,
Who keeps the keys of all the creeds,
 I wander.

20. 8. Discuss the following statement, with illustrations from plays you have read:—
 "The heroines of Shakespeare's comedies are all more practical and efficient than the heroes."
20. 9. Sketch the history of the Essay in English Literature, referring specially to *any two* of the following names:—Bacon, Addison, Goldsmith, Lamb, Hunt or Hazlitt, Macaulay or Carlyle, Arnold, Stevenson.
20. 10. Give the titles of *any five* of Scott's historical novels: indicate the period of history which each of them illustrates: mention any novels by other authors that illustrate the same periods; and, selecting *one* of these other authors, compare him with Scott as a historical novelist.

ENGLISH.

HIGHER GRADE—(SECOND PAPER—HISTORY).

Tuesday, 7th April—1.30 P.M. to 3 P.M.

[Candidates should attempt FOUR questions, namely Section I., ONE question from Section II., and TWO questions from Section III.]

SECTION I.

[This question must be taken by all candidates.]

16. 1. In the skeleton chronological chart provided place as many as you can of the following in the appropriate compartments:—The Long Parliament, the Declaration of Independence, the Scottish Reformation, the last Jacobite Rebellion, the persecution of the Lollards, the Seven Years' War, Chaucer's *Canterbury Tales*, the battle of Sedan, the *King's Quhair*, the first Reform Bill, the American Civil War, the battle of Dunbar, the invention of the steam-engine, Clive's victories in India, the death of Joan of Arc, the battle of Flodden.

VALUE.

SECTION II.

[Candidates must select ONE question from this Section.]

2. Explain the circumstances which led to the battle of Harlaw. Describe the traditional incidents of the battle, and estimate its importance.
10. 3. What do you know of the state of the Catholic Church in Scotland just before the Reformation? Describe the part played by Knox.
10. 4. What part did the Scots play in the English Civil War from the signing of the Solemn League and Covenant to the battle of Dunbar?
10. 5. What do you know of the state of the Highlands from 1689 to 1745? What circumstances helped to make the Jacobite cause popular in Scotland?

SECTION III.

[Candidates must select TWO questions from this Section.]

12. 6. Describe the struggle of Greece with Persia.
12. 7. By what stages did Rome become mistress of the Mediterranean, and what was the extent of her empire at its greatest?
12. 8. *Either*, (a) Give some account of *any two* of the following:—Socrates, Pericles, Alexander the Great, Tarquinius Superbus, Coriolanus, Hannibal, Cicero, Cleopatra.
- Or*, (b) Give some account of *any two* of the following:—Attila, Charlemagne, Hildebrand, St. Francis of Assisi, David I. of Scotland, John of Gaunt, Joan of Arc, George Buchanan.
12. 9. What were the main causes of the Crusades, and what their effect on western civilization? Describe any one of the Crusades more particularly.
12. 10. What was the origin of the Hundred Years' War? Estimate its effect on Scotland, on the power of the Parliament in England, and on France.
12. 11. Describe briefly the cause and course of the struggle between England and Spain in the 16th century, and estimate its effects on both countries.
12. 12. How was the Revolution of 1688 brought about? On what grounds was it justified? Contrast its ultimate effect on Scotland and on Ireland.
12. 13. Enumerate the attempts made in the 18th century to tax the American colonies. What views of Britain's right to tax the colonies were held by Pitt, Grenville, Burke?
12. 14. Narrate the events which led up to the battle of Waterloo, and describe the chief incidents of the battle.
12. 15. Sketch the development of any of the great self-governing colonies.
12. 16. Name some of the great English writers of history; indicate the periods with which they have dealt, and characterise any one of them more particularly.

ENGLISH.

HIGHER GRADE (Chronological Chart referred to in Question 1 of
Second Paper).

Tuesday, 7th April—1.30 P.M.



VALUR.

ENGLISH.

HIGHER GRADE (THIRD PAPER—GEOGRAPHY).

Tuesday, 7th April—3.30 P.M. to 5 P.M.

Answer Question 1 and any TWO of the others.

20. 1. The scale of the accompanying map is 1 inch = 1 mile.
- (a) Measure the distance from Swanage Station to Wareham Station—
- (1) in a direct line;
 - (2) by the main road through Langton Matravers;
 - (3) by rail.
- (b) Estimate the area of Branksea island (in the north of the map).
- (c) Describe the view looking eastwards from the point *A*, which lies to the south of Kingston at a height of 434 feet.
- (d) Describe the situation of Corfe Castle.
- (e) Draw a section along the line *B—C* in the space provided.

Answer any TWO of the following questions.

15. 2. Show the course of the Tay and its chief tributaries and lakes by means of a sketch map, drawing the edge of the Highlands, and inserting and naming the Ochil and Sidlaw Hills, Crieff, Dunkeld, Perth, and Dundee. No political boundaries should be shown. Write a brief description of the shape of the valley inside the Highland area, where a lake exists.
15. 3. Write a short account of (a) the situation, (b) the character, (c) the cause, (d) the economic importance of the grasslands of Australia, or of those of Africa, or of those of North America.
15. 4. Choose any *one* of the following rivers—(a) State in what mountain system or plateau it rises; (b) in what direction and (c) through what kind of country the *main stream* flows to the sea; and (d) describe the mouth of the river. (e) Point out the climatic conditions of its source; and (f) whether it passes through other climatic regions. (g) Note the time of year at which you would expect it to be flooded; and (h) give your reasons:—Nile; Ob (or Obi); Amazon; Missouri-Mississippi; Danube; Yang-tse-Kiang.
15. 5. Draw a map to show the chief towns in any *one* of the following industrial areas. Discuss the nature of their industries and how geographical conditions have helped to make them important:—
The Lower Clyde and its Estuary. The West Riding of Yorkshire.
Saxony. New England.

L.A.T.I.N.

LOWER GRADE.

Friday, 10th April—10 A.M. to 12.30 P.M.

I.

25. Translate into English:—

Caesar paucos dies in Asia moratus, cum audisset Pompeium Cypri visum, cum legione una, quam se ex Thessalia sequi iusserat, et altera, quam ex Achaia evocaverat, navibus longis Rhodiis decem et Asiaticis paucis Alexandriam pervenit. in his erant legionibus hominum milia tria; reliqui vulneribus ex proeliis et labore ac magnitudine itineris confecti consequi non potuerant. sed Caesar confisus fama rerum gestarum infirmis auxiliis proficisci non dubitaverat, aequae omnem sibi locum tutum fore existimans. Alexandriae Pompei morte cognoscit atque ibi primum e navi egrediens clamorem militum audit, quos rex in oppido praesidii causa reliquerat, et concursum ad se fieri videt, quod fascēs anteferrentur. hoc sedato tumultu crebrae continuis diebus ex concursu multitudinis concitationes fiebant compluresque milites huius urbis omnibus partibus interficiebantur.

VALUE.

II.—GRAMMAR.

[N.B.—The questions refer to the passage set for translation.]

19. 1. Parse the following words, giving the principal parts of each verb :—*iusserat, confisus, proficisci, cognoscit, egrediens.*
 2. Explain the cases of the following words : *paucos dies, Cypri, navibus longis, Alexandriam, continuis diebus.*
 3. Mark the quantities of the vowels in the following words :—*legione, pervenit, milia, clamorem, fiebant.*
 4. Why are *audisset* and *anteferrentur* in the subjunctive mood ?

III.—SENTENCES.

20. Translate into Latin :—
 1. Tell me who you are and what you are doing.
 2. I was afraid that you would not be able to do what you promised.
 3. If you do what I tell you, no one will blame you.
 4. Wherever you may be, remember me.
 5. He was so foolish that he did not know what to say.

IV.—FOR LATIN PROSE.

30. Lucius Quinctius, whom men called Cincinnatus, tilled his own little farm beyond the Tiber. The deputies of the Senate came thither early in the morning and found him working in his field. And, when he had sent to fetch his toga, and was ready to hear the message of the Senate, they hailed him dictator, and told him in what peril the consul and his army lay. So he went with four-and-twenty lictors before him to his house in Rome, and chose L. Tarquinius, a brave man but poor, to be master of the horse. He then summoned all who could bear arms to meet him in the Field of Mars before sunset; and, at nightfall, when everything was in readiness, he marched with all speed to Mount Algidus. And after he had discovered where the enemy lay, he surrounded them on every side. And in the morning the Aequians saw that there was no escape, for they were hemmed in by a ditch and palisade, and prayed for mercy. Thus did Cincinnatus deliver the consul and his army.

V.—GENERAL QUESTIONS.

6. 1. What do you know of Tullus Hostilius, Camillus, Regulus ?
 2. Where are Gallia Transpadana, Brundisium, Pompeii ?

LATIN.

HIGHER GRADE.—FIRST PAPER.

Friday, 10th April—10 A.M. to 12 NOON.

15. I. Translate into English :—
 (1) Romani, demessis circa segetibus, ad Cranonium agrum castra movent. ibi cum securi et propter castrorum longinquitatem et viae inopis aquarum difficultatem, quae inter Sycurium et Cranona est, stativa haberent, repente prima luce in imminetibus tumulis equitatus regius cum levi armatura visus ingentem tumultum fecit. pridie per meridiem profecti ab Sycurio erant; peditum agmen sub lucem reliquerunt in proxima planitie. Stetit paulisper in tumultis, elici posse ratus ad equestre certamen Romanos : qui postquam nihil movebant, equitem mittit qui pedites referre ad Sycurium

VALUE. signa iuberet; ipse mox insecutus. Romani equites modico intervallo sequentes, sicubi sparsos ac dissipatos invadere possent, postquam confertos abire, signa atque ordines servantes, viderunt, et ipsi in castra redeunt.

10. (2) *Aeneas questions the Shade of Hector.*

O lux Dardaniae, spes o fidissima Teucrum,
 quae tantae tenuere morae? quibus Hector ab oris
 expectate venis? ut te post multa tuorum
 funera, post varios hominumque urbisque labores
 defessi adspicimus! quae causa indigna serenos
 foedavit vultus? aut cur haec vulnera cerno?
 Ille nihil; nec me quaerentem vana moratur,
 sed graviter gemitus imo de pectore ducens,
 Heu fuge, nate dea, teque his, ait, eripe flammis.
 hostis habet muros; ruit alto a culmine Troia.
 sat patriae Priamoque datum. si Pergama dextra
 defendi possent, etiam hac defensa fuissent.
 sacra suosque tibi commendat Troia Penates:
 hos cape fatorum comites, his moenia quaere
 magna, pererrato statues quae denique ponto.

II. Translate into English *either* (1) *or* (2):—

10. (1) Quis Parthum paveat? quis gelidum Scythen?
 quis Germania quos horrida parturit
 fetus, incolumi Caesare? quis feræ
 bellum curet Iberiæ?
 condit quisque diem collibus in suis,
 et vitem viduas ducit ad arbores:
 hinc ad vina redit lætus, et alteris
 te mensis adhibet deum:

te multa prece, te prosequitur mero
 defuso pateris, et Laribus tuum
 miscet numen, uti Graecia Castoris
 et magni memor Herculis.

(2) Ego hominem callidiorem vidi neminem
 quam Phormionem. venio ad hominem, ut dicerem
 argentum opus esse et id quo pacto fieret.
 vixdum dimidium dixeram, intellexerat:
 gaudebat, me laudabat, quaerebat senem.
 dis gratias agebat tempus sibi dari,
 ubi Phædriæ esse ostenderet nilo minus
 amicum sese quam Antiphoni. hominem ad forum
 iussi opperiri: eo me esse adducturum senem.
 sed eecum ipsum. quis est ulterior? attat Phædriæ
 pater venit. sed quid pertimui autem belua?
 an quia quos fallam pro uno duo sunt mi dati?
 commodius esse opinor duplici spe utier.
 petam hinc unde a primo institi: is si dat, sat est;
 si ab eo nil fiet, tum hunc adoriar hospitem.

III.—GENERAL QUESTIONS.

5. Answer any *one* of the following:—
- Sketch briefly the extension of Roman rule in Africa.
 - What was a *senatus consultum*? How was it passed.
 - What do you know of Ennius?
 - Contrast Julius Caesar and Augustus.

VALUE.

LATIN.

HIGHER GRADE—(SECOND PAPER).

Friday, 10th April.—1.30 to 3.30 P.M.

I.

For Latin Prose :—

30. When the two armies were on the very eve of battle, a hind ⁽¹⁾ came running down from the mountains between the opposing lines, with a wolf in chase of her. She ran in amongst the Gaulish ranks, and the Gauls transfixed her with their long javelins. The wolf ran towards the Romans, and they instantly gave free passage to the beast which had been the nurse of the founder of their city, and whose image they had in the preceding year set up beneath the sacred fig-tree in the Comitium. "See," cried out one of the soldiers, "Diana's sacred hind has been slain by the barbarians, and will bring down her wrath upon them, while the Roman wolf, unhurt by sword or spear, gives us a fair omen of victory, and bids us think on Mars and on Quirinus our divine founder." So the Roman soldiers, as encouraged by a sign from the gods, rushed cheerfully to the onset.

(1) "hind," *cerva*.

II.—SENTENCES.

15. 1. He promised that, if we gave him the money, he would set the man free.
 2. Though everyone thought he was guilty, there is no doubt that he was innocent.
 3. He was with great difficulty persuaded to tell us what he really meant.
 4. There are few people who know better than you what I suffered.
 5. So far from pitying me, he laughed at my sorrow.

III.—GRAMMAR.

15. 1. Translate, with a note on the syntax :—
 (a) Me miserum, qui non adfuerim.
 (b) Iugurtha oppidanos hortatur, moenia defendant.
 (c) Caecina circumveniebatur nisi prima legio se opposuisset.
 (d) Uxor invicti Iovis esse nescis.
2. Scan the following lines, marking the quantity of every syllable, and dividing the feet. Give the name of the metre in each case :—
 (a) Non tangenda rates transiliunt vada.
 (b) Suppositos cineri doloso.
 (c) Cur me querelis exanimas tuis?
-

VALUE

GREEK.

LOWER GRADE.

Tuesday, 14th April—10 A.M. to 12.30 P.M.

I.—FOR TRANSLATION.

Cyrus and Croesus.

40. Ταῦτα δὲ διαπραξάμενος, ὁ Κύρος ἀγαγεῖν ἐκέλευσεν αὐτῶ τὸν Κροῖσον, ὁ δὲ Κροῖσος ὡς εἶδε τὸν Κύρον, Χαίρει, ὦ δέσποτα, ἔφη· τοῦτο γὰρ ἡ τύχη δίδωσί μοι σὲ προσαγορεύειν. Χαίρει καὶ σὺ, ἔφη, ὦ Κροῖσε, ἔπειπερ ἄνθρωποι γέ ἐσμεν ἀμφοτέροι. ἀλλ', ἔφη, ὦ Κροῖσε, ἄρ' ἂν τί μοι ἐθελήσῃς συμβουλευσαί; Καὶ βουλοίμην γ' ἂν, ἔφη, ὦ Κύρε, ἀγαθὸν τι σοὶ εὐρεῖν· τοῦτο γὰρ ἂν οἶμαι ἀγαθὸν κάμοι γενέσθαι. "Ακουσον τοίνυν, ἔφη, ὦ Κροῖσε· ἐγὼ γὰρ ὄρων τοὺς στρατιώτας πολλὰ πεπονηκότας καὶ πολλὰ κεινδυνευκότας καὶ νῦν νομίζοντας πόλιν ἔχειν τὴν πλουσιωτάτην ἐν τῇ Ἀσίᾳ μετὰ Βαβυλώνα, ἀξιῶ ὠφελῆσθαι τοὺς στρατιώτας· γινώσκω γὰρ, ἔφη, ὅτι εἰ μὴ τίνα καρπὸν λήψονται τῶν πόνων, οὐ δυνήσομαι αὐτοὺς πολὺν χρόνον πειθομένους ἔχειν· διαρπάσαι* μέντοι τὴν πόλιν αὐτοὺς οὐ βούλομαι· τὴν γὰρ πόλιν νυμίζω ἂν διαφθαρήναι. Ἀκούσας ταῦτα ὁ Κροῖσος ἔλεξεν. Ἄλλ' ἐμέ, ἔφη, ἔασον λέξαι πρὸς σὲ ἂν ἐγὼ Λυδῶν ἐθέλω, ὅτι διαπέπραγμαί παρὰ σοῦ μὴ παῖσαι ἀρπαγὴν, ὑπεσχόμην δέ σοι ἀντὶ τούτων παρ' ἐκόντων Λυδῶν ἔσσεσθαι πᾶν ὃ τι καλὸν κἀγαθὸν ἔστιν ἐν Σάρδεσιν. ἐὰν γὰρ ταῦτα ἀκούσωσιν, οἶδ' ὅτι ἤξει σοι πᾶν ὃ τι ἐστὶν ἐνθάδε καλὸν κτῆμα ἀνδρὶ καὶ γυναικί.

* διαρπάξω, "pillage."

II.—GRAMMAR.

24. N.B.—The questions refer to the passages set for translation.

1. Parse the following words, giving the principal parts of each verb : ἀγαγεῖν, εἶδε, προσαγορεύειν, εὐρεῖν, λήψονται.
2. Explain the construction of (a) τοῦτο γὰρ ἂν οἶμαι ἀγαθὸν κάμοι γενέσθαι (b) πρὸς σὲ ἂν ἐγὼ Λυδῶν ἐθέλω (c) ἐὰν γὰρ ταῦτα ἀκούσωσιν.
3. Illustrate from the above passage the construction of verbs of (1) perceiving (2) knowing.

III.—SENTENCES.

30. Translate into Greek :—
1. He said that he did not know the king was dead.
 2. If the enemy take the city, we shall all be put to death.
 3. When the general heard this, he sent a messenger to tell them where he was.
 4. Although they were brave, they were afraid to march in the dark.
 5. It is dreadful that we should be so badly treated by our friends.
 6. Do not tell anyone this.
 7. You ought to have learnt this long ago.
 8. We shall wait here till our master comes.
 9. No one could tell why he did that.
 10. No one is so brave as not to fear death.

IV.—GENERAL QUESTIONS.

6.
 1. What do you know of Theseus, Solon, Pericles ?
 2. Where are Mycenae, Delphi, Syracuse ?

VALUE.

GREEK.

HIGHER GRADE—(FIRST PAPER).

Tuesday, 14th April—10 A.M. to 12 NOON.

Translate:—

10. I.
- Odysseus bids Demodocus sing of the Wooden Horse.*

Αὐτὰρ ἐπεὶ πόσιος καὶ ἐδητύος ἐξ ἔρον ἔντο,
 δὴ τότε Δημόδοκον προσέφη πολύμητις Ὀδυσσεύς·
 Δημόδοκ', ἔξοχα δὴ σε βροτῶν αἰνίζομαι⁽¹⁾ ἀπάντων·
 ἦ σέ γε Μοῦσ' ἐδίδαξε, Διὸς πάις, ἦ σέ γ' Ἀπόλλων.
 λίην γὰρ κατὰ κόσμον Ἀχαιῶν οἶτον⁽²⁾ αἰεΐεις,
 ὅσσ' ἔρξαν τ' ἔπαθόν τε, καὶ ὅσσ' ἐμόγησαν Ἀχαιοί,
 ὥς τέ που ἦ αὐτὸς παρεὼν ἢ ἄλλου ἀκούσας.
 ἄλλ' ἄγε δὴ μετάβηθι, καὶ ἔππου κόσμον ἄεισον
 δουρατεύου, τὸν Ἑπειὸς ἐποίησεν σὺν Ἀθῆνῃ,
 ὅν ποτ' ἐς ἀκρόπολιν δόλω ἤγαγε διὸς Ὀδυσσεύς,
 ἀνδρῶν ἐμπλήσας, οἳ Ἴλιον ἐξαλάπαξαν.
 αἶ κεν δὴ μοι ταῦτα κατὰ μοῖραν καταλέξῃς,
 αὐτίκ' ἐγὼ πᾶσιν μυθήσομαι ἀνθρώποισιν,
 ὥς ἄρα τοι πρόφρων θεὸς ὤπασε θέσπιν αἰοδῆν.

(1) αἰνίζομαι = αἰνέω. (2) οἶτος = "fate," "doom."

15. II.
- Why lament for those who have fallen in battle?*

Ἄλλὰ γὰρ οὐκ οἶδ' ὃ τι δεῖ τοίτους ὀλοφύρεσθαι, οὐ γὰρ ἐλανθάνομεν ἡμᾶς
 αὐτοὺς ὄντες θνητοί· ὥστε τί δεῖ, ἃ πάλαι προσεδοκῶμεν πείσεσθαι, ὑπὲρ τούτων
 νῦν ἄχθεσθαι, ἢ λιαν οὕτω βαρέως φέρειν, ἐπισταμένους ὅτι ὁ θάνατος κοινὸς καὶ
 τοῖς χειρίστοις καὶ τοῖς βελτίστοις; οὔτε γὰρ τοὺς πονηροὺς ὑπερορᾷ οὔτε τοὺς
 ἀγαθοὺς θαυμάζει, ἀλλ' ἴσον ἑαυτὸν παρέχει πᾶσιν. εἰ μὲν γὰρ οἶόν τε ἦν τοῖς
 τοὺς ἐν τῷ πολέμῳ κινδύνους διαφυγοῦσιν ἀθανάτους εἶναι τὸν λοιπὸν χρόνον,
 ἄξιον ἦν τοῖς ζῶσι τὸν ἅπαντα χρόνον πενθεῖν τοὺς τεθνεώτας· νῦν δὲ ἡ φύσις
 καὶ νόσων ἤττων καὶ γήρωσ, ὥστε προσήκει τούτους εὐδαιμονεστάτους ἡγεῖσθαι,
 οἵτινες ὑπὲρ μεγίστων καὶ καλλίστων κινδυνεύσαντες, οὕτω τὸν βίον ἐτελεύτησαν.
 ἐγὼ μὲν οὖν αὐτοὺς καὶ μακαρίζω τοῦ θανάτου καὶ ζηλῶ, καὶ μόνους τοῖτοις
 ἀνθρώπων οἶμαι κρείττον εἶναι γενέσθαι, οἵτινες, ἐπειδὴ θνητῶν σωμάτων ἔτυχον,
 ἀθάνατον μνήμην διὰ τὴν ἀρετὴν αὐτῶν κατέλιπον· ὁμῶς δ' ἀνάγκη τῷ πατρίῳ
 νόμῳ πειθόμενους ὀλοφύρεσθαι τοὺς θαπτομένους.

10. III.
- Alcmena upbraids Eurystheus.*

Ἔω μῦθος, ἦ κεις; εἰλέ σ' ἡ Δίκη χρόνον;
 ἐκείνος εἴ σύ—βούλομαι γὰρ εἰδέναι—
 ὡς πολλὰ μὲν τὸν ὄνθ' ὅπου ὅστι νῦν ἐμὸν
 παῖδ' ἠξίωσας, ὃ πανούργ', ἐφουβρίσαι;
 τί γὰρ σὺ κείνον οὐκ ἔτλης καθυβρίσαι;
 ὅς καὶ παρ' Ἀἴδην ζῶντά νιν κατήγαγες,
 ὕβρας λέοντάς τ' ἐξαπολλύναι λέγων
 ἐπεμπεσ. ἄλλα δ' οἳ' ἐμηχανῶ κακὰ
 σιγῶ· μακρὸς γὰρ μῦθος ἂν γένοιτό μοι.
 ἀλλ' ἤρπες ἄνδρας καὶ πόλις μ' ἐλεύθερον,
 οἷ σ' οὐκ ἔδειςαν. δεῖ σε καθανεῖν κακῶς.

Scan the last four verses, marking the caesura in each.

VALUE.

IV.

GENERAL QUESTIONS.

5. 1. Answer any *one* of the following :—
 (a) Contrast the Spartan and Athenian characters.
 (b) What do you know of Archilochus?

GREEK.

HIGHER GRADE—(SECOND PAPER).

Tuesday, 14th April—1.30 P.M. to 3.30 P.M.

I.—COMPOSITION.

Translate into Greek :—

15. A. (1) Tell me what you said to him and what he said to you.
 (2) If he does not ask you, do not tell him where I am.
 (3) He feared that he would be ill-treated by his fellow-citizens, if he returned before peace was made.
 (4) We told him to stay in the house till we returned.
 (5) Let us consider by what means we shall most easily escape.
20. B. The stranger told us that he was well acquainted with the road, and promised to bring us safely across the mountains before nightfall. As we did not know what to do or where to turn, we replied that we should be very grateful to him if he did us that service, though we were not ignorant of the danger into which we were going. It was quite possible that our guide intended to betray us; for we had no means of knowing whether the story he told was true or not. It would, however, be far worse to remain where we were than to push boldly on, and we still hoped that our friends had not all perished on that terrible night. We believed that, if any of them had escaped, we should find them hiding in the mountains.

II.—GRAMMAR.

25. 1. Give aor. inf. act. (in Attic usage) of ἀναγορεύω, διέρχομαι, διαφέρω, προσέχω.
 1st sing. perf. ind. act. of ἀναίρω, ἀποστέλλω, ἀποκτείνω, ἀπελαύνω.
 3rd sing. fut. ind. (with act. meaning) of καθορῶ, σίνοῖδα, πωλῶ, διατελῶ.
 Parse, giving 1st sing. pres. ind. act.: ἐγνωκότων, κατεδόμεθα, ἐγχεάσα, ἐκτεταμένος, συνήμεν.
2. Translate, adding a note on the syntax :—
 (a) Ὅπως παρακαλεῖς τοὺς ἀνδρας τὰ ὄπλα παραδοῦναι.
 (b) Ἐξὸν πρὸς τοὺς πολεμίους σπονδὰς ποιῆσθαι, μᾶλλον εἴλοντο διακινδυνεύσαι.
 (c) Εὖ ᾗδη ἀποθανούμενος ὑπὸ τῶν ἐχθρῶν.
 (d) Οὐκ ἂν οἶμαι σ' ἀπελθεῖν, εἰ μὴ ἐνόσεις.
 (e) Οὐκ ἔφασαν ἀπίεσαι ἕως νύξ γένοιτο.
3. Give the Attic prose equivalents of the following poetical words :—
 μῦθος, καταβηθήσκω, λείσσω, χθῶν, ναίειν.
4. Illustrate by examples some differences between the meanings of the Active and Middle Voice.

VALUE.

FRENCH.

LOWER GRADE.

Wednesday, 15th April—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this paper should be answered.

20. I. Write from memory a French version of the passage read out.

[The passage will be read out at 10.45 A.M., and candidates should reserve the first page of their books for this answer.]

30. II. Translate into good English :—

La conversation de Balzac était fort agréable ; son âme était d'une grande sérénité, et en aucun moment je ne l'ai vu maussade. Il grimpaît tous les étages de la maison du quai Saint-Michel et arrivait soufflant, riant et racontant sans reprendre haleine.

Un soir que nous avions dîné chez lui d'une manière étrange, je crois que cela se composait de bœuf bouilli, d'un melon et de champagne, il alla mettre une belle robe de chambre toute neuve, pour nous la montrer avec une joie de petite fille, et voulut sortir ainsi costumé, un bougeoir⁽¹⁾ à la main, pour nous reconduire jusqu'au Luxembourg. Il était tard, l'endroit désert, et je lui observais qu'il se ferait assassiner en rentrant chez lui.

—Du tout, me dit-il ; si je rencontre des voleurs, ils me prendront pour un fou, et ils auront peur de moi, ou pour un prince, et ils me respecteront.

Il faisait une belle nuit calme. Il nous accompagna ainsi, portant sa bougie allumée, parlant des quatre chevaux arabes qu'il n'avait pas encore, qu'il aurait bientôt, qu'il n'a jamais eus, et qu'il a cru fermement avoir pendant quelque temps. Il nous eût reconduits jusqu'à l'autre bout de Paris, si nous l'avions laissé faire.

¹ Bougeoir, candlestick.

35. III. Translate into French :—

Then the gate of the palace opened, and one who seemed to be the king of the fairies came out with many servants.

"What does this boy want?"^p asked one of them.

"I want my mother's eow," said Shemus.

"That is not your mother's cow," said the fairy prince.

"But she is indeed," said Shemus, "I know her as well as I know my right hand."

"When did you lose her?"^p asked the prince. Then Shemus told him the whole story.

"I believe you are right," said the prince, taking out his purse. "I will give you all this money, and you will be able to buy twenty cows."

"No, no," said Shemus, "I am not such a fool. I must have my mother's cow."

"You are a strange boy," said the prince ; "stay here with us, and live in a palace all your life."

"I would rather live at home with my mother."

"But here you can walk about in gardens full of flowers and fruit, and——"

At that moment Shemus wakened, and found he was in his own little bed at home. He had been dreaming.

10. IV.—(1) In the following passage change the past tenses into present tenses (rewriting the whole passage) :—

Le jour commençait à paraître, lorsque nous nous vîmes hors de cet abîme. Nous songeâmes aussitôt à nous en éloigner. Je me jetai en selle :

VALUE. la dame monta derrière moi, et, suivant au galop le premier sentier qui se présenta, nous sortîmes bientôt de la forêt. Nous entrâmes dans une plaine coupée de plusieurs routes: nous en primes une au hasard. Je mourais de peur qu'elle ne nous conduisit à Mansilla.

5. 2. Put the following sentences into the interrogative form, without making use of the turn "est-ce que":—

- (a) Elle n'est pas venue.
- (b) Le printemps n'arrive pas.
- (c) Il n'aura pas le temps de finir son travail.
- (d) Les hommes ne sont pas tous méchants.
- (e) La famille est réunie chaque soir.

FRENCH.

LOWER GRADE.

Wednesday, 15th April—10.45 AM.

This paper must not be seen by any candidate.

The passage should be read out by the Teacher at 10.45 A.M. in the presence of the Supervising Officer. It should be read out twice, not too quickly, nor too slowly.

No notes may be made by the candidates while it is being read.

Immediately after it has been read out the candidates should proceed to reproduce the substance of it in French from memory.

Before the passage is read out, the Supervising Officer must write upon the blackboard the title of the story in French, Un Mot magique, adding at the same time the following words: "Cave = la grotte" and "guess = deviner." He must also warn the candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in French, in their own way. Great importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology.

We were at table. Robert's tumbler was empty. "Mother, some water," said he. Mother made no reply.

"I want some water," he repeated.

But his mother, instead of giving him any, began a little story:—

"Once upon a time, long, long ago, there was a wonderful cave, which contained all sorts of fine things: the people who had heard of these treasures came from all parts of the world to see them, and made every imaginable effort to secure them. Some hammered at the door, others tried to make holes in it, others again cried and got angry; but it was all in vain, the door always remained shut.

"At last, one fine day, a man arrived from a far-distant country, tired with his long journey and covered with dust; as he came up to the door of the cave, he quietly uttered a little word, and the cave opened immediately. It was a little magic word."

"Was it *please?*" asked Robert, who was always very clever at guessing the moral of his mother's stories.

VALUE.

FRENCH.

HIGHER GRADE—(FIRST PAPER).

Wednesday, 15th April—10 A.M. to 12 NOON.

To secure full marks, the whole of this paper should be answered.

25. I. Translate into French:—

He had scarcely finished speaking when the little king of the woods entered the hall. He came right up to the table, and, as he passed the Emperor, he knocked him so roughly with his shoulder that the Emperor's crown fell to the ground.

"By Saint Denis," said the Emperor, picking up the crown, "there's a most impudent dwarf for you, but how handsome he is! I wonder what brought him here."

"Your Majesty," the dwarf answered, "I have come to keep you from doing an injustice: indeed, even if you wish to do it, you cannot, for I have a hundred thousand men in the town ready to fight for me, as soon as they hear my horn. As for your two friends over there," he said, as he pointed to Girard and his cousin, "they are the deepest-dyed villains that ever saw the day. Do you admit your crime, Girard?"

"I admit betraying the prince," said Girard, trembling, "but it was my cousin that suggested it to me."

"Very well," said the dwarf, "you shall both be hanged. Better late than never," he added with a smile.

20. II. Narration française:—

(a) Racontez l'histoire suivante en UNE page environ:—

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.
 Abel était l'aîné, j'étais le plus petit.
 Nous mangions notre pain de si bon appétit,
 Que les femmes riaient quand nous passions près d'elles.
 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.
 Nous allâmes ravis dans un coin nous asseoir.
 Des estampes 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 cieus,
 S'appellent en riant et s'étonnent, joyeux,
 De sentir dans leur main la douceur de ses plumes.

ou (b) Racontez, en UNE page environ, un épisode de la vie de Marie Stuart ou de Livingstone.

5. III. (a) The past participles or the present participles of the following verbs are all used as substantives. Write out these substantives, and indicate their meaning (in English):—

(1) Present participles: assister, commercer, mendier, passer, mourir, croire, plaindre.

VALUE. (2) Past participles: aliéner, blesser, imprimer, couvrir, mourir, rôtir, recevoir, teindre;

Or, (b) Scan the first two stanzas of the poem above, and comment on the rhythm and the rimes.

FRENCH.

HIGHER GRADE—(SECOND PAPER).

Wednesday, 15th April—1.30 P.M. to 3.30 P.M.

To secure full marks, the whole of this paper should be answered.

6. I. Write out, and punctuate, the passage dictated.

[The passage will be read out at 2.15 P.M., and candidates should reserve the first page of their books for this answer.]

15. II. Translate into English:—

(a) Jules Vabre aimait Shakspeare, mais d'un amour excessif. C'était son Dieu, son idole, sa passion, un phénomène auquel il ne pouvait s'accoutumer, et qui le surprenait davantage à chaque rencontre; il y pensait le jour, il en rêvait la nuit, et comme La Fontaine, qui disait aux passants: "Avez-vous lu Baruch?" Vabre eût volontiers arrêté les gens dans la rue pour leur demander: "Avez-vous lu Shakspeare?" Ne trouvant pas qu'il savait assez l'anglais, Jules Vabre quitta Paris pour Londres, n'ayant d'autre but que de se perfectionner dans la langue de son auteur. Selon lui, et il avait peut-être raison, pour s'assimiler complètement un idiome étranger, il fallait d'abord se baigner dans l'atmosphère du pays, imiter autant que possible les indigènes par le geste, la tenue, la physionomie, se nourrir de leurs mets, s'abreuver de leurs boissons. Il s'était fait une âme anglaise, un cerveau anglais, un extérieur anglais; il ne pensait qu'en anglais; il ne lisait plus les journaux de France, ni aucun livre dans sa langue maternelle. Il ne voulait être troublé en rien dans ses préparatifs au voyage sur les terres inconnues de Shakspeare.

20. (b) PHILINTE. Vous voulez un grand mal à la nature humaine!
- ALCESTE. Oui, j'ai conçu pour elle une effroyable haine.
- PHILINTE. Tous les pauvres mortels, sans nulle exception, Seront enveloppés dans cette aversion? Encore en est-il bien, dans le siècle où nous sommes...
- ALCESTE. Non: elle est générale, et je hais tous les hommes: Les uns, parce qu'ils sont méchants et malfaisants, Et les autres, pour être aux méchants complaisants, Et n'avoir pas pour eux ces haines vigoureuses Que doit donner le vice aux âmes vertueuses.
- Têtebleu! ce me sont de mortelles blessures, De voir qu'avec le vice on garde des mesures; Et parfois il me prend des mouvements soudains De fuir dans un désert l'approche des humains.
- PHILINTE. Mon Dieu, des mœurs du temps mettons-nous moins en peine, Et faisons un peu grâce à la nature humaine; Ne l'examinons point dans la grande rigueur, Et voyons ses défauts avec quelque douceur. Il faut parmi le monde une vertu traitable; A force de sagesse, on peut être blâmable; La parfaite raison fuit toute extrémité. Et veut que l'on soit sage avec sobriété.

VALUE. III. With reference to the above passage in verse, indicate and comment on:—

9. (a) the expressions which, in your opinion, convey the poet's meaning most pithily and felicitously.
(b) the inversions in the natural order of words.

FRENCH.

HIGHER GRADE—(SECOND PAPER).

Wednesday, 15th April—2.15 P.M.

*This paper must not be seen by any candidate.**To be read out by the Teacher at 2.15 P.M. in the presence of the Supervising Officer.*

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. 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,' (;) 'point virgule,' (:)' deux points,' (?) 'point d'interrogation.'
3. 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.
4. Not more than HALF AN HOUR should be allowed for this question.

DICTÉE.

Il y a beaucoup de façons | d'être un bon Français, | et même d'être un grand Français. | On peut l'être | en défendant son pays | par les armes; | on peut l'être | en l'agrandissant | par les découvertes de la science | ou les inventions de l'industrie; | on peut l'être | en inspirant à ses concitoyens | de grands et bons sentiments; | on peut l'être enfin, | savez-vous comment? | En aimant les petits, | les faibles, | les pauvres, | ceux qui portent le poids de la vie, | et qui ont leur lot de peines | plus grand que les autres; | en les aimant seulement; | car les petits sont comme les enfants: | ils ont besoin qu'on les console, | qu'on les protège; | mais avant tout | et plus que tout, | ils ont besoin qu'on les aime.

COMMERCIAL FRENCH.

Tuesday, 14th April—1.30 P.M. to 3.30 P.M.

(The whole of this paper should be answered.)

20. 1. Translate into English:—

Amiens, le 28 février 1906.

Monsieur G. Charleton,
Lyon,

Nous venons de recevoir, par l'entremise de Monsieur Frédéric Longibert de Dieppe, un paiement en compte-courant de

VALUE.

Frs. 1,311.40 dont nous vous créditions val. 26 cour.
En vous remerciant de ce paiement, nous nous exprimons de vous dire que le montant des autres factures, savoir :

Frs. 1,280.20 au 3 mars et

Frs. 2,090 au 28 mars (dont les marchandises doivent vous être déjà parvenues) peut parfaitement bien rester à l'avoir de notre compte chez vous, si cela était mieux à votre convenance, mais, dans ce cas, nous vous porterons 5 % d'intérêts.

Agrérez, Monsieur, non salutations cordiales.

MEUNIER & CIE.

25. 2. Write a letter to a firm of merchants in Marseilles introducing a business friend. Say that your friend is visiting the principal commercial centres in the South of France with the object of extending his business connections, and request them to give him all the assistance in their power. Ask them also, in case your friend should be in want of cash for his travelling or other expenses, to advance him any sums he may require up to £250, and to draw upon you, at 3 days' sight, for the amounts so disbursed.
15. 3. Write in French a short account of the trade and industries carried on in any two of the following commercial centres:—Glasgow, Sheffield, Belfast, Lyons, Roubaix, Bordeaux.
20. 4. Translate the following market report:—
Blés.—Le marché débute calme et finit soutenu avec un chiffre d'affaires des plus modérés et des cours généralement en hausse de 10 centimes sur ceux de samedi.
Avoines.—Soutenues mais peu d'affaires; cours en hausse de 5 à 10 centimes.
Huile de Colza.—Transactions restreintes, baisse de 50 centimes sur les mois rapprochés; le livrable est sans changement notable.
Huile de Lin.—Baisse de 1 franc sur le rapproché et de 25 centimes sur le livrable.
Spiritueux.—Marché raide et actif sur une forte demande et livrable; hausse de 50 centimes.
Sucres.—On débute en hausse de 12 centimes pour finir aux prix de samedi. Transactions modérées; la fermeté de l'ouverture a été causée par celle de l'étranger; le ton plus calme qui a ensuite prévalu est dû à quelques offres en réalisation de bénéfices. Le stock a diminué de 2,892 sacs contre une augmentation de 174 sacs en 1907.
20. 5. (a) Translate into English the following sentences:—
(1) On doit expédier les colis aux consignataires par chemin de fer, petite vitesse.
(2) Compte des frais occasionnés par la relâche en ce port, pour cause d'avaries, du navire "Étoile" et acquittés par la maison Leblanc et Cie.
(3) Vendu pour le compte en participation entre les armateurs et nous.
(4) Solde du compte antérieur porté à nouveau.
- (b) Translate into French:—
(1) Add up all the items and let me know the total.
(2) The bills of lading must be filled up and endorsed by the shippers in the usual way.
(3) The clerks' salaries are paid monthly.
(4) Pay to the order of Messrs. Jones & Co. the sum of £25, value received.

VALUE.

GERMAN.

LOWER GRADE.

Monday, 13th April—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this paper should be answered, and the German script used, at least in the passage for composition, III.

15. I. Write out, from memory, a German version of the passage read out.
(The passage will be read out at 10.45 A.M., and candidates should reserve the first page of their books for this answer.)
30. II. Translate into English:—

(a) Zur Zeit des Kaisers Friedrich Barbarossa lebte ein reicher, junger Edelmann, Graf Kuno von Hochstetten, ruhig auf seinen Gütern in Bayern. Als aber der Kaiser zum Heiligen Lande zog, um Jerusalem von den Türken zu erobern, da hielt es auch den Ritter nicht länger in der Heimat; und seine schöne, fromme Gemahlin Margarete, die mit ihrem Söhnchen zurückblieb, fand es ganz natürlich und recht, daß ihr Gemahl, den sie über alles liebte, für die heilige Sache kämpfen wollte. Die Verwaltung seiner weiten Ländereien überließ der Graf seinem Oheim, Ritter Bodo, dem Bruder seines Vaters.

Anfangs hörte man nur von Siegen der Kreuzritter, bald aber auch von verlorenen Schlachten, und endlich gar vom Tode des geliebten Kaisers und der gänzlichen Vernichtung seines Heeres. Da verlangte Bodo, daß die Gräfin ihm ihre Hand reichen sollte, und als sie ihn stolz zurückwies, drohte er, ihren Knaben zu töten und sie selbst in den Turm zu werfen, wenn sie nicht binnen drei Tagen sich bereit erklärte, seinen Willen zu tun. Mit Hilfe eines alten, treuen Dieners gelang es ihr jedoch zu fliehen; die Edelleute des Landes nahmen sie unter ihren Schutz, und bald traf den Glenden die gerechte Strafe. Und siehe, kurze Zeit darauf erschien plötzlich der junge Graf, nach vielen Abenteuern und Gefahren, wieder im Schlosse seiner Väter und ersüßte mit Schrecken, was unterdes daselbst geschehen war.

(b) Wie ist doch die Erde so schön, so schön!
Das wissen die Vögelein:
Sie heben ihr leicht Gefieder
Und singen so fröhliche Lieder
In den blauen Himmel hinein.

Wie ist doch die Erde so schön, so schön!
Das wissen die Flüß' und Seen:
Sie malen im klaren Spiegel
Die Gärten und Städt' und Hügel
Und die Wolken, die drüber gehn.

Und Gänger und Maler wissen's,
Und es wissen's viel' andere Leut';
Und wer's nicht malt, der singt es,
Und wer's nicht singt, dem klingt es
Im Herzen vor lauter Freud'.

30. III. Translate into German:—

John was a bad servant, who cheated his master where he could. The good old gentleman never saw this, but thought him (say, *held him for . . .*) quite faithful and honest. The fellow had two friends in the town who were perhaps even worse than he, and had often been punished for wicked deeds. He told them one day that his master had much money in his house, and that it would not be difficult to steal it. Everything was then arranged (say, *prepared*) for the same night. John let the two fellows in and out through the door, and a window was broken to deceive others. But just as the two had left the house, the big dog rushed in (*sich stürzen*) through the open door, fell upon the servant, and dragged him down. The master,

VALUE. wakened by the noise, came out of his bedroom; there lay the man in his night-dress with the candle fallen from his hand, and the dog stood over him growling (fnurren). One look told him the whole story.

10. IV. Give the German for *any ten* of the following adverbial expressions :— at once; far away; aside; for ever; afterwards; aforesaid; whence; thither; near by; round about; for instance; from childhood; at table; vis-à-vis (over against); the day before yesterday; the day after to-morrow.

15. V. Translate into German :—

- (a) If you work diligently till Christmas you will get many nice presents from your parents.
- (b) Come with me to our garden. I can show you a nest with three young birds in one of the trees.
- (c) Why did you not do what I told you when I met you in (say, on) the street on Sunday?
- (d) The brook which flows through the meadow behind our house is full of little fish.
- (e) On the twenty-sixth of July, when our school closes, I shall start for Germany on the largest ship that sails from Leith.

GERMAN.

LOWER GRADE.

Monday, 13th April—10.45 A.M.

This paper must not be seen by any candidate.

The passage should be read out by the Teacher at 10.45 A.M. in the presence of the Supervising Officer. It should be read out twice, not too quickly, nor too slowly.

No notes may be made by the candidates while it is being read.

Immediately after it has been read out the candidates should proceed to reproduce the substance of it in German from memory.

Before it is actually read, the Supervising Officer should explain that candidates are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. They should attempt to tell the story in German in their own way. Grammatical accuracy is considered very important, and special value is attached to anything that shows a knowledge of idiomatic German.

One morning a farmer drove a dozen asses to market to sell them. As nobody would buy them, he had to take them all home again at night. Tired as he was, he mounted one of them. When he came to his farm-yard, he counted his beasts, and found that he had only eleven. He rode back to the town at once, and asked everywhere whether they had not seen one of his donkeys. No, nobody had seen one. When he got home again, he dismounted; and behold, all his twelve beasts stood before him. He had forgotten to count the one on which he was sitting.

GERMAN.

HIGHER GRADE—(FIRST PAPER).

Monday, 13th April—10 A.M. to 12 NOON.

The whole of this paper should be answered, and the German script used throughout.

30. I. Ins Deutsche zu übersetzen (mit familiärem „Du“ im Gespräch) :—
Piso, a Roman statesman who lived in the first century before Christ, had strictly ordered his servants never to speak in his presence except when they

VALUE. had to answer his questions. One day he sent one of his slaves to the house of Clodius, a politician of great influence, to invite him to dinner. The time fixed for the banquet had come, and all the other guests were assembled; only Clodius was wanting. Piso sent the slave who had delivered the message repeatedly out to see if the expected guest was not yet coming, but each time he reported that there was no sign of him. As he did not like to commence the meal without the great man, the host felt it very awkward to keep the company waiting so long. At last, he beckoned the slave to him, and asked him, "Tell me, have you really invited Clodius?"—"Yes, Sir," he replied.—"Why, then, has he not come?"—"Because he has not accepted your invitation; he said he had to dine with Caius Julius Cæsar."—"But why did you not tell me, you fool?" cried the angry master.—"You did not ask me, Sir," was the answer.

15. II. Erweitern Sie die folgende Skizze zu einer vollständigen kleinen Geschichte von ungefähr einer Seite:—

Count Moltke—fond of travelling—staying at Swiss town—long walks—plain clothes—questioned by innkeeper—Seen Moltke? what like?—Just like one of us.

5. III. Form *abstract nouns*, with the definite article, from *any ten* of these adjectives:—*trau, stolz, fromm, stark, heiß, schlecht, alt, roh, treulos, dunkel, fest, bitter, leicht, arm, finster.*

GERMAN.

HIGHER GRADE—(SECOND PAPER).

Monday, 13th April—1.30 P.M. to 3.30 P.M.

The whole of this paper should be answered, and the German script used in Questions I. and III.

5. I. Write out in German script the passage dictated, inserting the punctuation as given.

(The passage will be read out at 2.15 P.M., and candidates should reserve the first page of their books for this answer.)

15. II. Übersetzen Sie ins Englische:—

(a) Da es noch einige Zeit bis zum Frühstück war, so schlenderte der Hauslehrer langsam den Parkweg entlang, als plötzlich ein unerwarteter Anblick sich ihm darbot. Auf einer von Holundergebüsch überschatteten Bank lag ein fremder Mensch ausgestreckt in tiefem Schlafe, wie sein ruhiges Atmen verriet. Welche Unverschämtheit! Wie kam der Kerl hieher? Wie beleidigt in seiner Manneswürde trat Herr Homburger heran und schüttelte den Schlafeser wach.

„Stehen Sie auf, Mensch! Was tun Sie denn hier?“

Der Fremde richtete sich auf und starrte erschrocken den Mann im schwarzen Gehrock an. Erst allmählich erinnerte er sich, daß er spät am Abend in einen offenen Garten eingetreten war, um daselbst die Nacht zuzubringen und mit Tagesanbruch seine Wanderung fortzusetzen.

„Nun, können Sie nicht reden? Was tun Sie hier?“

„Nur geschlafen hab' ich,“ seufzte der arme Kerl und erhob sich vollends. Es war ein ärmlich gekleidetes, schwächliches Bürschlein von höchstens achtzehn Jahren.

„Kommen Sie mit mir!“ gebot der Kandidat und nahm den willenlos folgenden Fremdling mit zum Hause hinüber, wo ihm gleich unter der Tür Herr Abderegg begegnete.

„Guten Morgen, Herr Homburger, Sie sind ja früh auf! Aber was bringen Sie da für merkwürdige Gesellschaft?“

„Dieser Mensch hat Ihren Park als Nachtherberge benutzt. Ich glaukte Sie davon unterrichten zu müssen.“

VALUE.

Der Hausherr begriff sofort. Er schmunzelte. „Ich danke Ihnen, lieber Herr. Offen gestanden, ich hätte kaum ein so weiches Herz bei Ihnen vermutet. Aber Sie haben recht, es ist ja klar, der arme Kerl muß mindestens einen Schluck Kaffee bekommen. Vielleicht sagen Sie drinnen dem Fräulein, sie möchte ein Frühstück für ihn herausbringen. Oder warten Sie, wir bringen ihn lieber gleich in die Küche.—Kommen Sie mit, Kleiner, es ist wohl noch was für Sie übrig.“

15. (b) So manches Jahr bewahrt mich hier verborgen
 Ein hoher Wille, dem ich mich ergebe ;
 Doch immer bin ich, wie im ersten, fremd.
 Denn ach, mich trennt das Meer von den Geliebten,
 Und an dem Ufer steh' ich lange Tage,
 Das Land der Griechen mit der Seele suchend,
 Und gegen meine Senfter bringt die Welle
 Nur dumpfe Töne brausend mir herüber.
 Weh dem, der fern von Eltern und Geschwistern
 Ein einsam Leben führt! Ihm zehrt der Gram
 Das nächste Glück vor seinen Lippen weg ;
 Ihm schwärmen abwärts immer die Gedanken
 Nach seines Vaters Hallen, wo die Sonne
 Zuerst den Himmel vor ihm aufschloß, wo
 Sich Mitgeborne spielend fest und fester
 Mit sanften Banden an einander knüpften.

15. III. In idiomatisches Deutsch zu übersetzen :—

- (a) One of the boys of my class had to be dismissed from school, because he would not do what he was told by his masters.
 (b) *Take care of* (schonen) your clothes, or you will soon require to have a new suit made for you.
 (c) This poor woman accuses her brother-in-law of having robbed her of the money left by her husband.
 (d) You will often find that you will have no time to-morrow for doing what should be done to-day.
 (e) In matters of duty our own conscience generally tells us best what is right or wrong.

GERMAN.

HIGHER GRADE—(SECOND PAPER).

Monday, 13th April—2.15 P.M.

This paper must not be seen by any candidate.

To be read out by the Teacher at 2.15 P.M. in the presence of the Supervising Officer.

DIRECTIONS FOR TEACHER.

1. Read the above passage aloud distinctly and deliberately but not slowly, the object being to bring out the meaning of the whole as clearly as possible.
2. 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.'

VALUE.

3. *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.*
4. *Not more than HALF AN HOUR should be allowed for this question.*

PASSAGE FOR DICTATION.

Der Schnee, | der noch vor kurzem | die steinigen Abhänge, | die Wälder, | Felder und
Weinberge | bedeckt hatte, | war verschwunden. | Aber der Frühling | war noch nicht
eingefehrt. | Im Gegenteil, | es war noch | unwirtlicher | geworden als zuvor, | denn der
Märzsturm | brauste durch das Land. | Wenn die Leute | nachts in ihren Betten lagen, |
so hörten sie die Ziegeln | von den Dächern fallen | und die Fensterläden | gegen die Wand
schlagen. | Stalltüren, | die nicht fest geschlossen waren, | flogen hin und her, | so daß das
Vieh | unruhig wurde. | Heulend, | kam der Wind angeflohen, | als ob er die
Häuser | umwerfen wolle. | Dann war eine Sekunde lang | alles totenstill, | bis der Sturm
| mit verstärkter Gewalt | einen Anlauf | gegen die menschlichen Wohnungen nahm.

COMMERCIAL GERMAN.

Friday, 10th April—1.30 P.M. to 3.30 P.M.

(The whole of this paper should be answered.)

20. 1. Translate into English:—

Herren Feldheim & Söhne,
Mailand.

Berlin, 15. Mai 1906.

Mit Gegenwärtigem haben wir das Vergnügen Ihnen anzuzeigen, daß wir die bei uns
bestellten Waren abgesandt haben, und zwar:

F. & Co. No. 5/6 2 Kisten, Gewicht Bto. 167 kg.,

die Sie zu empfangen und uns laut beiliegender Faktura für den Betrag mit *M.* 1615.00
zu kreditieren belieben.

Zur Ausgleichung haben wir auf Sie für dieselbe Summe, zum Kurse von 81,
Lire 1993.82, 1 Monat Dato, an unsere eigene Ditre gezogen und bitten um gütige
Annahme unserer Tratte.

In der Hoffnung Sie zu voller Zufriedenheit bedient zu haben, bitten wir um die
Fortsetzung Ihrer werthen Aufträge und zeichnen

Hochachtungsvoll,
Herzog & Co.

25. 2. Write a letter to a business friend in Hamburg reminding him that the balance of account, amounting to £86 0s. 4d., due on the last shipment of goods you sent, has not been paid, and adding that you would be glad to receive a remittance at an early date, as you are desirous of closing the transaction in your books.
15. 3. Mention the chief articles of commerce in which Germany competes with England. Write your answer in German.
20. 4. Translate the following market report:—

Berlin, 31. Dez. An der heutigen Produktenbörse war Getreide schwach auf die matte
Saltung in Amerika und auf Abgabelust. Mai-Weizen gab um *M.* 1, Mai-Roggen um
M. 0.50 nach. Von Dezember-Roggen wurden noch 150 t angeboten, er stellte sich um
M. 3 niedriger. Das Inlandsangebot war geringfügig, auch sind die Zufuhren sehr knapp.
Vom Schwarzen Meer wird schneller Frost gemeldet und die Offerten Südrusslands
bleiben teuer, eine Teilladung von russischen Roggen von Nikolajew wurde zu *M.* 163 cif.

VALUE. Hamburg gehandelt. Später waren beide Artikel auf einige Deckungen um *M.* 0.25 bis *M.* 0.50 höher. Inländischer Hafer war mehr angeboten bei ganz geringer Nachfrage und stellte sich per Dezember um *M.* 1, per Mai um *M.* 0.50 niedriger. Kübel war auf Platzabgaben matt, Mai verlief *M.* 0.70. Dezember wurde nicht mehr gehandelt.

20. 5. (a) Translate into English:—

- (1) Ich habe die Preise auf 's niedrigste notiert.
- (2) Wieviel Prozent beträgt der Eingangszoll?
- (3) Der Nettovertrag laut Verkaufsberechnung beträgt £150.
- (4) Wir suchen eine Anlage in Staatspapieren oder Eisenbahnactien.

(b) Translate into German:—

- (1) We can give references to several bankers in this town.
- (2) The shippers have drawn on us for two-thirds of the value of the consignment.
- (3) The debtor has paid us a small sum on account.
- (4) The samples asked for were sent by parcel post.

GAELIC.

Thursday, 9th April—1 P.M. to 4 P.M.

[N.B.—Candidates who took Gaelic in 1907, and who now desire to get additional marks (within the maximum of 80) for the King's Scholarship Examination of 1908, should omit Questions II. and III. in this paper, and should take instead Questions VIII. and IX.]

20. I. Reproduce, in Gaelic, the story read out.

[The story will be read out at 1.45 P.M., and candidates should reserve the first page of their books for this answer.]

20. II. Translate into English:—

Gealach Ghlascho.

“An do thill thu, Eachainn? Cha chinntiche thig a' ghealach ùr oirnn uair sa' mhìos na chithear thusa an Glascho.” “Chithear mise, le' r cead; ach cò chunnaic a' ghealach? Is minic a thog mi mo shùil air a tòir, ach sin sealladh nach faca mi fhathasd, 's cha'n iongantach leam; is iomadh neul tìugh, dorcha tha eadar sibhse 's a gnais ghlan, fhathail. 'Saoil sibh nach do smuaintich mise 'n oidhche roimhe gu faca mi, mu dheireadh, gealach Ghlascho? Bha mi gabhail air m'aghaidh gu ceann sràide; bha an oidhche dorcha, duaichnidh; bha mi slugadh na toite mar a b'fhearr a b'urrainn domh; agus faicear, mar a shaoil mise, a' ghealach 'na h-àirde shuas anns na speuraibh, mu m' choinneamh. 'Tha so', arsa mise, 'na nì iongantach, gealach làn an Glascho 's gun aca ach a' ghealach ùr a nochd an Tìridhe.' Ach ciod a th' agaibh air? Ghabh mi air m' aghaidh. Dh' fheuch mi ri fhaicinn an robh Bodach-na-gealaiche crom a' càramh a chuaran mar a b'àbhaist da; ach an àite sin, 's ann a chunnaic mi uaireadair mòr gu h-àrd anns na speuraibh! Stad mi; shìab mi mo shùilean le mullichinn a' chòta-mhòir; ach 's ann a bha an t-uaireadair air a shoilleireachadh leis an t-solus shith sin ris an can iad *gas*; agus an àite bhì crochte anns na speuraibh shuas, 's ann a thuig mi gu robh e ann an stìopull àrd eaglaise.”

15. III. Translate into English *one* of the two following quatrains:—

(a) 'Nis o'n bhuail an aois mi

Fhuair mi gaoid a mhaireas dhomh,

Rinn milleadh air mo dheudach,

'S mo léirsinn air a dalladh orm;

Cha bhì mise treubhach

Ged a chuirinn feum air,

'S ged bhiodh an ruaig am dhéigh-sa,

Cha dean mi ceum ro chabhagach.

VALUE.

- (b) Chaochail maduinn ait ar n-òige
 Mar an ceò air bhàrr nam beann;
 Tha ar càirdean 's ar luchd-eòlais
 Air am fògradh bhos is thall;
 Tha cuid eile dhiubh nach gluais,
 Tha 'n an cadal buan fo'n fhòd,
 Bha gun uail, gun fhuath, gun anntlachd,
 Anns a' ghleann 's an robh mi òg.

20. IV. Translate into Gaelic:—

“He had one day ventured much farther away than usual. He had crossed several wooded hills, and was, he knew, leagues away from the point where he had left his party, when, suddenly emerging from a wood, he came upon a road just at the moment when a party, some twenty strong, of wild clansmen were traversing it. Mounted on a palfrey in their centre was a young lady, whom they were apparently escorting. They were but twenty yards away when he emerged from the wood, and on seeing him they drew their claymores and rushed upon him. Perceiving that flight from these swift-footed mountaineers would be impossible, Ronald threw down his bow and arrows, and, drawing his sword, placed his back against a tree, and prepared to defend himself to the last.”

13. V. Give (1) the genitive singular of *cù, sùil, banais, druim, bonn-a-sè*; (2) the nominative plural of *ceum, cridhe, gobha, leaba, sgian*; and (3) decline, singular and plural, *a' bhròg*.

6. VI. Express, in English, the meaning of any three of the following sentences and phrases:—*Léintean farsuing do na leanabaibh òga. Is iomadh rud buidhe nach òr. Mar Oisean na déigh na Féinne. Meal do naidheachd. Tha e 'n geall na's fhiach e.*

6. VII. Translate into idiomatic Gaelic any three of the following:—*I am obliged to you. During three days. I shall return by and by. How many fish did you get? There is none good; no, not one.*

[*To be substituted for Questions II. and III. by those candidates only who took Gaelic in 1907, and who now wish to obtain additional marks for the King's Scholarship Examination of 1908. See note N.B. at the head of this paper.*]

20. VIII. Translate into English:—

Tha na Bàird Ghàidhealach, mar as trice, a' sealltainn air aghaidh Nàduir le sùil gheur, shoilleir, 's a' cur an céill, ann an cainnt phoncail, dhealbhaich, an nì mar tha e 'ga thaisbeanadh féin do'n t-sùil; ach is ainneamh leo Nàdur a cheasnachadh, ciamar tha sid mar sid, no c'arson tha so mar so. Feumaidh sinn aideachadh gu bheil am Bàrd, air uairean, a' cur tuillidh dreach air an nì na tha barantas aige o'n t-sùil air a shon. 'Nuair tha Alastair Mac Mhaighstir-Alastair a' còmhachadh bhrnachan Allt-an-t-Siùcair le lusan a bha eucomasach a bhi làthair do'n t-sùil, ma bha iad idir 's a' choimhearsnachd, 's a' "mhaduinn chùbhraidh Chéit" air a bheil e seinn; 's an uair tha Donnachadh Bàn ag ainneachadh "faileadh nan su-craobh is nan ròsan," am measg nan nithean taitneach a bha r'a fhaotainn air Beinn-Dòrain, tha amharus againn gur h-ann a mhàin an sùil na h-inntinn a bha na nithe sin, 's nach robh iad a làthair do'n t-sùil chorparr. Ach biodh sin mar dh' fhaodas e, 's e tha mi ciallachadh gur h-e a mhàin aghaidh Nàduir a tha iad a' toirt dhuinn, agus nach 'eil iad ach fìor ainneamh a' dol na's doimhne. Tha Omar, air an làimh eile, daonnan mothachail nach 'eil 'san t-sùil ach an sgàthan air a bheil faileas an nì air a thilgeil, 's gur h-ann 's an inntinn a gheibhear brìgh an nì, ma tha i idir r'a faotainn. Tha e sealltainn air aghaidh Nàduir le sùil thlusail, bhàigheil, 's a' toirt fairean a' Chéitein; ach tha e ghnàth a' strì ris a' chùirtean a thogail bhàrr aghaidh Nàduir, 's tha e dìombach a chionn gu'n do dhiùlt Nàdur an dìomhaireachd fhoillseachadh dha.

15. IX. Translate *one* of the two following quatrains into English :—

- (a) 'S e bu mhiannach le m' leanabh
 Bhi 'm beannaibh na seilge,
 'Gabhail aigheir na frithe,
 'S a' dìreadh nan garbh-ghlac,
 A' leigeil nan cuilean,
 'S a' furan nan seana-chon :
 'S e bu deireadh do'n fhurán ud
 Fuil thoirt air chalgabh,
 O luchd nan céir geala
 'S nam falluinean dearga.
- (b) Gur sòlas an ceòl-cluaise
 Ard-bhàirich bhuar mu d' chrò,
 Laoigh chean-fhionn, bhreaca, ghuanach,
 Rì freagradh nuallan bhò ;
 A' bhanarach le buaraich,
 'S am buachaille fa còir,
 Gu bleoghan a' chruidh ghuaill-fhinn
 Air cuaich a thogas cròic.

GAELIC.

Thursday, 9th April—1.45 P.M.

This paper must not be seen by any candidate.

The passage should be read out by the Teacher at 1.45 P.M. in the presence of the Supervising Officer. It should be read out twice, not too quickly, nor too slowly.

No notes may be made by the candidates while it is being read.

Immediately after it has been read out the candidates should proceed to reproduce the substance of it in Gaelic from memory.

Before it is actually read, the Supervising Officer should warn the candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in Gaelic, in their own diction and idiom.

The trial and death of Socrates, as it has been written by his beloved pupil Plato, is one of the masterpieces even to-day in the world's history. He tells how Socrates appeared before his judges, the men of Athens, to answer the charges against himself. Socrates begs for his life, not for his own sake, but for theirs; he is their heaven-sent friend, though they know it not. He is an old man already, and the Athenians will gain nothing by taking away from him the few remaining years of his life. But they can acquit him or condemn him, he is willing to die many deaths for the cause he feels to be right.

And the men of Athens condemned him to die.

Fearlessly he speaks to his judges of death.

"Be of good cheer about death," he cries to the crowded court, "and know of a certainty that no evil can happen to a good man, either in life or after death. The hour of departure has arrived, and we go our way—I to die and you to live. Which is better, God only knows."

The sun was just setting upon the hills behind Athens, when Socrates took the cup of poison which was to end his seventy years of work. Friend after friend broke down, and sobs of strong men filled the room as the Greek philosopher lay dying.

"What is this strange outcry?" he asked at last. "I have been told that a man should die in peace. Be quiet, then, and have patience."

And so he died, of all the men of his time the wisest and justest and best.

VALUE.

ITALIAN.

Thursday, 9th April—1 P.M. to 4 P.M.

The whole of this paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

15. 1. Write from memory an Italian version of the passage read out.
 [The passage will be read out at 1.45 P.M., and candidates should reserve the first page of their books for this answer.]
15. 2. Translate into English:—

(a) *The Restlessness of Birds.*

Tutti gli altri animali, provveduto che hanno ai loro bisogni, amano di starsene quieti e oziosi; nessuno, se già non fossero i pesci, ed eccezzuati pure alquanti degl' insetti volatili, va lungamente scorrendo per solo diporto. Così l' uomo silvestre, eccezzuato per supplire di giorno in giorno alle sue necessità, le quali ricercano piccola e breve opera; ovvero se la tempesta, o alcuna fiera, o altra si fatta cagione non lo caccia; appena è solito di muovere un passo: ama principalmente l' ozio e la negligenza; consuma poco meno che i giorni intieri sedendo neghittosamente in silenzio nella sua capannetta informe o all' aperto, o nelle roture e caverna delle rupi e dei sassi. Gli uccelli, per lo contrario, pochissimo soprastanno in un medesimo luogo; vanno e vengono di continuo senza necessità veruna; usano il volare per sollazzo; e talvolta, andati a diporto più centinaia di miglia dal paese dove sogliono praticare, il dì medesimo in sul vespro vi si riducono. Anche nel piccolo tempo che soprassedgono in un luogo, tu non li vedi stare mai fermi della persona; sempre si volgono qua e là, sempre si aggirano, si piegano, si protendono, si crollano, si dimenano; con quella vispezza, quell' agilità, quella prestezza di moti indicibile. In somma, da poi che l' uccello è schiuso dall' uovo, insino a quando muore, salvo gl' intervalli del sonno, non si posa un momento di tempo.

10. (b) *The poet asks Love how he should celebrate his dead lady.*

Deh porgi mano all' affannato ingegno,
 Amor, ed allo stile stanco e frale,
 Per dir di quella ch' è fatta immortale,
 E cittadina del celeste regno.

Dammi, signor, chè 'l mio dir giunga al segno
 Delle sue lode, ove per se non sale;
 Se virtù, se beltà non ebbe eguale
 Il mondo che d'aver lei non fu degno.

Risponde: quanto 'l ciel ed io possiamo,
 E i buon consigli e 'l conversar onesto,
 Tutto fu in lei di che noi Morte ha privi.

Forma par non fu mai dal dì ch' Adamo
 Aperse gli occhi in prima: e basti or questo;
 Piangendo il dico; e tu piangendo scrivi.

10.

(c) *A Song of April.*

O amore, amore, amor! . . . Tutto ti sento
 Divinamente palpitar nel sole,
 Nei soffi larghi e liberi del vento,
 Nel mite olezzo trepidante e puro

De le prime viole!

Come fluido vital, caldo e ferace
 Vivi e trascorri nei nascenti steli;
 Con le allodole canti; angelo audace
 Fra mille atomi d'or voli, e cospargi

Di luce i mondi e i cieli.

O amore, amore, amor! . . . Tutto ti sento
 Nell' esultanza de l' april risorto;
 Dài profumi a le rose ed ali al vento,
 Copri la terra di raggi e di baci . . .

Ma nel mio cor sei morto.

25. 3. Translate into Italian :—

The declivity was so small that I walked near a mile before I got to the shore, which I conjectured was about eight o'clock in the evening. I then advanced forward near half a mile, but could not discover any sign of houses or inhabitants; at least I was in so weak a condition that I did not observe them. I was extremely tired, and with that, and the heat of the weather, I found myself much inclined to sleep. I lay down on the grass, which was very short and soft, where I slept sounder than ever I remembered to have done in my life, and as I reckoned, about nine hours; for when I awaked it was just daylight. I attempted to rise, but I was not able to stir; for as I happened to lie on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner. I could only look upwards, the sun began to grow hot, and the light offended my eyes. I heard a confused noise about me, but, in the posture I lay, could see nothing except the sky.

10. 4. Read carefully the two verse passages set for translation in Question 2. Contrast them in point of literary form, expression and content; and say what inferences you would draw as to the period at which each was written.

9. 5. "Gl' Italiani s' hanno tre maniere di scrivere nei loro reciproci carteggi; l'una chiamata signorile, amichevole l'altra, e compagnesca la terza."

What are the three forms of address referred to in this sentence, and under what circumstances is each used? Write short Italian sentences to illustrate your answer.

6. 6. "Chi è costui che 'l nostro monte cerchia
Prima che morte gli abbia dato il volo,
Ed apre gli occhi a sua voglia e coperchia?"
"Non so chi sia; ma so ch' ei non è solo:
Dimandal tu che più gli t' avvicini."

Account for each of the subjunctives used in this passage.

ITALIAN.

Thursday, 9th April—1.45 P.M.

This paper must not be seen by any candidate.

The passage should be read out by the Teacher at 1.45 P.M. in the presence of the Supervising Officer. It should be read out twice, not too quickly, nor too slowly.

No notes may be made by the candidates while it is being read.

Immediately after it has been read out the candidates should proceed to reproduce the substance of it in Italian from memory.

A horse and an ass were once journeying along a road together. The horse, who was strong and in good condition, had no difficulty in carrying his load, but the poor ass, who was weak from overwork, could hardly drag one leg after another. At length, seeing that he could not hold out much longer, he turned to the horse and said, "Comrade, unless you want me to die under the weight that is pressing upon me, take part of my load upon your back." The horse, deaf to his companion's remonstrances, replied, "If I carry my own burden, you can carry yours too." Soon afterwards the ass dropped down dead. His master took the load he had been carrying and put it on the horse's back. "It serves me right," said the horse, seeing his mistake, "I was not willing to take a share of the ass's burden, but now I have got to carry it all."

VALUE.

SPANISH.

Monday, 13th April—1.30 P.M. to 4.30 P.M.

The whole of this paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

15. 1. Write from memory a Spanish version of the passage read out.

[*The passage will be read out at 2.15 P.M., and candidates should reserve the first page of their books for this answer.*]

15. 2. (a) Translate into English:—

Cuando salimos del pueblo el tiempo era hermosísimo. Nuestro guía se presentó con un traje de montañés muy vistoso, sombrero de ala ancha, chaqueta negra y faja encarnada en la cual se veía una navaja de las que llevan los campesinos tanto para el uso diario como para su defensa en caso de necesidad. Tomamos la más fácil de las tres sendas que subían por la pendiente de la montaña. Otra había que principiaba en terreno menos áspero, pero el guía nos dijo que era más difícil de lo que parecía, y que era mejor la que habíamos escogido, pues, saliendo por el lomo de la montaña, presentaba los más hermosos puntos de vista. El reloj del campanario del pueblo daba las siete cuando empezamos la subida y el sol había empezado á calentar más que antes, de manera que vimos con mucho gusto las fuentes de agua fríasima que entre las rocas saltaban. Despues de haber andado más de dos horas, llegamos á una especie de meseta dè donde se distinguía el pueblo, muy léjos ya y, sin embargo, tan á pico debajo de nuestros pies que casi parecía posible dejar caer una piedra encima de los techos más cercanos. Aquí dejamos los últimos árboles, y la senda, ya estrechísima, se perdió del todo entre las piedras. La subida se hacia á cada momento más difícil, y mis compañeros estaban todavía más cansados que yo.

15. (b) Poco después entró en la sala D. Diego, conde de Rumblar, y con gran sorpresa mía, ni saludó á la condesa, ni ésta tuvo á bien dirigirle mirada alguna. Reconociéndome al punto, llegóse á mí, y con la mayor afabilidad me saludó y felicitó por mi rápido adelantamiento en la carrera de las armas, de que ya tenía noticias. No nos habíamos visto desde mi aventura famosa en el Palacio del Pardo. Yo le encontré bastante desfigurado, sin duda por recientes enfermedades y moleseias.

—Aquí serás mi amigo lo mismo que en Madrid—me dijo entrando juntos en la sala de juego. Quiero que vengas á verme en mi casa. Dime, cuando vienes á Cádiz, ¿paras aquí en casa de la condesa?

—Suelo venir aquí.

—Aquí al menos se respira, chico. Vengo huyendo de las tertulias de mi casa, que más que tertulias son un cónclave de clérigos y enemigos de la libertad. De todos modos, es preciso que vengas á mi casa. Mis hermanas me han dicho que quieren conocerte, sí, me lo han dicho. Las pobres estan muy aburridas. Vendrás á casa.

Muy bien. ¿En dónde nos veremos?

20. 3. Translate into Spanish:—

Sir Francis Drake was brought up and educated by Hawkins, who was his kinsman, and he became the greatest sailor of the age in which he lived. He and many others of our sailors used to lie in wait for Spanish ships as they came from America laden with riches. They seized upon them and carried off the gold, silver, and precious stones which they contained.

Drake was the first Englishman who sailed round the world. He set out to attack the Spaniards in the Southern Seas, and sailed across the Pacific Ocean, past the East Indies, round the Cape of Good Hope, and returned to England after a voyage which had lasted nearly three years. The queen was so proud of what Drake had done that she dined with him on board his ship, and after dinner she knighted him and he became Sir Francis Drake.

VALUE.

PART II.

6. 4. State the general rules for the accentuation of Spanish words.
6. 5. Illustrate by examples the use of the neuter form of the definite article (*lo*). When must the masculine form (*el*) be used before a fem. noun?
8. 6. Explain the use of the imperfect, preterite, and past indefinite tenses of Spanish verbs. Form short sentences showing the use of each. Explain also the use of the future subjunctive.
15. 7. (a) Translate into English the following sentences, accounting for the use of the subjunctive :—
 Me gusta que aprendas el castellano.
 Cuando vuelva el criado, dígame que entre.
 Quisiera que me viese el comerciante antes que se vaya.
 No hagas mal á nadie.
 ¿ Hay alguien que sepa donde vive ?
 Ojalá fuese cierto lo que se dice.
- (b) Translate into Spanish :—
 He lives opposite our house.
 How long is it since you left Madrid?
 My uncle paid five hundred pounds for his horse.
 I shall not go to the ball unless I am invited.
 It was I who said so.
 I know them both by sight.

SPANISH.

Monday, 13th April—2.15 P.M.

*This paper must not be seen by any candidate.**The passage should be read out by the Teacher at 2.15 P.M. in the presence of the Supervising Officer. It should be read out twice, not too quickly, nor too slowly.**No notes may be made by the candidates while it is being read.**Immediately after it has been read out the candidates should proceed to reproduce the substance of it in Spanish from memory.*

A poor soldier was one day leading a mule laden with gold belonging to Alexander the Great, who was riding behind him. The beast being so tired that it was no longer able to sustain the load, the soldier took the gold upon his own shoulders and carried it, although with great difficulty. At length he too became so tired that he was about to sink under the burden, when the king, who had noticed his humane action, cried out to him : " Courage ! Try to carry the treasure until you reach your tent, for it is now your own."

MATHEMATICS.

LOWER GRADE—(FIRST PAPER).

Wednesday, 8th April—10 A.M. to 12 NOON.

- Candidates should answer *five* questions, namely, Nos. 1, 2, 3, and one alternative in each of Nos. 4 and 5. *All* the figures should be accurately drawn, and, where geometrical constructions are employed, the construction lines should be shown. Proofs of geometrical constructions need not be given unless specially asked. Marks are given for neatness and good style.
10. 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.

18. 1. Draw two parallel straight lines and a third straight line intersecting them.
State the various angles in the figure that are equal to one another.
Take any point P between the two parallels, AB , CD ; draw PM perpendicular to AB ; produce MP to meet CD in N : prove that PN is perpendicular to CN .
18. 2. Draw a triangle of any shape you please. Make another triangle in all respects equal to it.
A triangle has six elements, its three sides and its three angles; how many of those elements did you require to measure in order to construct the second triangle? Name them.
Name two other sets of elements which you might have chosen, such that each of the three sets named contains a different number of sides.
18. 3. Prove geometrically that a parallelogram is equal in area to a rectangle on the same base and between the same parallels.
Construct a parallelogram with a base of 3·2 inches, a side of 4·7 inches, and an area of 9·6 square inches.

*Alternative Questions.**Either,*

18. 4a. Draw the locus of points equally distant from two given points A , B ; stating your construction without proof.
Find a point P equally distant from three given points A , B , C .
Prove that there is only one point which satisfies this condition.

Or,

18. 4b. Prove that the exterior angle of a triangle is equal to the sum of the two interior opposite angles.
 ABC is a triangle, right-angled at A . BC is produced in both directions. Prove that the two exterior angles thus formed are together equal to three right angles.

Either,

18. 5a. Draw a straight line AB , 8 centimetres in length. With centre B and radius 4·8 centimetres describe a circle. From A draw a tangent AT to the circle, stating your construction.
Measure AT and verify the result by calculation.

Or,

18. 5b. A and B are two given points. State in words and indicate by a diagram the locus of a point P which moves so that the angle APB is constant in magnitude.
Draw the locus accurately for the special case when AB is $2\frac{1}{2}$ inches long, and APB is a right angle; and construct a position of P , in which PN , its distance from AB , is 1·2 inches, stating your construction.

 MATHEMATICS.

LOWER GRADE—(SECOND PAPER).

Wednesday, 8th April.—1 P.M. to 3 P.M.

Candidates should answer *six* questions, namely, Nos. 1, 2, 3, 4, and one of the alternatives in each of Nos. 5, 6.

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 is provided for the graphical work.

13. 1. Find the quotient and the remainder when
 $x^3 + 4$

is divided by

$$x^2 + x + 4.$$

Prove the correctness of your answer by multiplication and addition.

17. 2. (1) Solve the following equation, and verify your answer by substituting the value of x in each side of the original equation :

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

- (2) Find to two decimal places both the roots of the quadratic equation :

15. 3. A bill of £1 19s. was paid in half-crowns and florins, the number of coins being 17. Find how many there were of each coin, and verify your answer.

15. 4. Verify the following statement arithmetically in three different cases, and prove its truth by algebraical work :—

If three consecutive whole numbers are multiplied together, and the middle number added to the result, the answer is equal to the cube of the middle number.

Alternative Questions.

Either,

15. 5a. Taking one inch as unit, plot the points (2·5, 2·1) and (−1, ·6) on the square-ruled paper.

Join these points by a straight line, and find from your figure the co-ordinates of the point where this line intersects the graph of the equation :

$$y = 2 - 2x.$$

Or,

15. 5b. Draw on the square-ruled paper a square foot on a reduced scale in which one-tenth of the length of a foot represents the length of a foot.

Prove from your diagram that a square foot contains 144 square inches.

Mark in your diagram the area which represents a square inch. What fraction of an actual square inch is this area?

Either,

15. 6a. Resolve into factors :

$$(1) 2x^2 + x - 6, \quad (2) x^2 - px - qx + pq.$$

Use your results to solve the equations :

$$(1) 2x^2 + x = 6, \quad (2) x^2 + pq = (p + q)x.$$

Or,

15. 6b. A dealer bought a flock of sheep. In selling them he gained 10s. on each of 35 sheep, but lost 4s. on each of the others. If his net gain on the whole transaction was £14 2s., how many sheep did he buy?

10. Marks for neatness, arrangement, and style.

MATHEMATICS,

LOWER GRADE—(THIRD PAPER).

Thursday, 9th April.—10 A.M. to 11 A.M.

6. Marks are given for neatness, arrangement, and style. 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.
9. 1. Among how many people can £1000 be divided, so that each shall receive £4 10s. 6d., and how much money will remain over?

8. 2. A man left one-half of his property to his wife. Of the remainder, three-fifths were divided equally between his four sons; and the rest was divided equally between his three daughters. What fraction of the whole did (1) each son, (2) each daughter receive?
10. 3. Simplify
- (1) $\frac{11}{12} (\frac{4}{5} - \frac{1}{4}) - \frac{1}{15} (\frac{7}{10} - \frac{2}{3}) - \frac{1}{6} (\frac{3}{4} - \frac{2}{3})$,
- (2) $\frac{(10^6 \times 3 \cdot 5691) - (10^4 \times 31 \cdot 8253)}{10^3 \times \cdot 899}$.
9. 4. A coffee merchant mixed 80 lbs. of coffee at £9 6s. 8d. per cwt. with 12 lbs. of chicory at £2 2s. per cwt., and sold the mixture at 1s. 10d. per lb. Find how much money he gained.
9. 5. Having given that a metre = 39·37 inches, express in square inches the amount by which a square metre exceeds a square yard.
9. 6. An ocean liner, sailing day and night, covered 2780 nautical miles in 4 days 20 hours; find its average rate per hour in nautical miles, correct to two decimal places.

MATHEMATICS.

HIGHER GRADE—(FIRST PAPER).

Wednesday, 8th April—10 A.M. to 12 NOON.

Candidates should answer *five* questions, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4 and 5.

10. Marks are given for neatness, good style, and accurate diagrams. 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.
18. 1. Draw a straight line AB , of length 1·75 inch. On it construct a parallelogram $ABCD$, such that the angle DAB is 60° and the area of the parallelogram is 2 square inches.
State your construction and prove its correctness, giving the enunciations of the propositions on which your proof depends.
18. 2. In the quadrilateral $ABCD$, the sum of the angles A and C is two right angles; AB is produced to P , and DC to Q ; the bisectors of the angles ABD , ACD meet in E ; and the bisectors of ACQ , PBD meet in F : prove that a circle can be described through the points A, B, C, D, E, F ; and that its centre is the mid-point of EF .
18. 3. If two triangles are equiangular to one another, prove that the sides about the equal angles are proportional.
 $ABCD$ is a quadrilateral in which AB is parallel to DC ; AC, BD meet in O ; E, F are the mid-points of AB, CD : prove that E, O, F are in one straight line.
- Alternative Questions.*
- Either,*
18. 4a. If a chord of a circle meets a tangent at its point of contact, prove that the angles formed by the two lines are equal to the angles in the segments into which the circle is divided by the chord.
 BHM, CHN are perpendiculars to the sides CA, AB of the triangle ABC , and O is the mid-point of BC ; prove that OM is a tangent to the circle, which can be described through the points A, M, H, N .
- Or,*
18. 4b. From an external point P , tangents PA, PB are drawn to a circle ABC , of which BC is a diameter; CA produced meets BP produced in D , prove that P is the mid-point of BD .

VALUE. If AN be the perpendicular from A to BC , prove that PC bisects AN .

Either,

18. 5a. $ABCD$ is a tetrahedron, such that the bisectors of the angles BAC , BDC meet at a point in BC ; find the relation between the edges AB , AC , BD , CD .

Prove that the bisectors of the angles ABD , ACD meet at a point in AD .

Or,

18. 5b. $PQRS$ is a tetrahedron, prove that a sphere may be described to pass through its vertices.

Give a construction to find the centre of the sphere.

MATHEMATICS.

HIGHER GRADE—(SECOND PAPER).

Wednesday, 8th April—1 P.M. to 3 P.M.

10. Candidates should answer *six* questions, namely, Nos. 1, 2, 3, 4, and one alternative in each of Nos. 5 and 6. Marks are given for neatness and good style.

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.

15. 1. The dimensions of a block of metal are 1.237 , $.659$, $.484$ metre, and the weight of a cubic centimetre is 8.465 grams; find the weight of the block by means of logarithms, expressing your answer in kilograms.
15. 2. A and B cycle 12 miles, each at a uniform rate. A gives B a start of 5 minutes, overtakes him after 25 minutes, and reaches the goal 7 minutes before him: find their rates in miles per hour.
15. 3. Find the quotient and remainder when

$$ax^2 + bx + c$$

is divided by $x - p$.

If

$$x^4 - x^3 - x^2 + ax + 6$$

is divisible by $x - 2$ without remainder; find the value of a , and find two other factors.

15. 4. Solve the equations:

$$(1) (x - 6)(x + 1)(x + 6) = (x - 7)(x - 1)(x + 12);$$

$$(2) 3(x^3 + y^3) = x + y = 1.$$

Alternative Questions.

Either,

15. 5a. When are four quantities said to be in proportion? Find a fourth proportional to the three quantities:

$$1, \sqrt{2} + 1, \sqrt{2} - 1.$$

Construct $\sqrt{2}$ graphically, and obtain a graphic solution to this question.

Or,

15. 5b. Taking an inch as unit, draw the graphs:

$$(1) y = x^2,$$

$$(2) 4y = 7x + 3,$$

from $x = -\frac{3}{2}$ to $x = \frac{3}{2}$; and find from your figure the co-ordinates of their points of intersection.

VALUE. Form the equation which has as its solutions the values of x given by the intersections of your graphs.

Either,

15. 6a. If A be the accumulated amount produced by investing a sum of money P for n years at r per cent. per annum compound interest, the interest being added to the principal once a year; prove that

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

Use logarithms to find approximately the interest on £4325 for 10 years at $4\frac{1}{2}$ per cent. per annum.

Or,

15. 6b. Having given—

find $\sin A$ as a product of four factors and thus suitable for logarithmic calculation.

Verify your result for the case $a = 5$, $b = 4$, $c = 3$.

MATHEMATICS.

HIGHER GRADE—(THIRD PAPER).

Thursday, 9th April—10 A.M. to 12 NOON.

10. Candidates should answer *six* questions, namely, Nos. 1, 2, 3, 4, and one of each pair of alternatives in Nos. 5 and 6. Marks are given for neatness and good style. All the figures should be accurately drawn.

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.

15. 1. Find by drawing and measurement the size of the acute angle whose sine is equal to $\frac{3}{5}$, correct to the nearest degree.

Write down in degrees all the angles between 0° and 360° whose sines are equal to $\frac{3}{5}$, and also all such angles whose sines are equal to $-\frac{3}{5}$.

Write down the cosines of each of these angles.

15. 2. Use your tables to find

(1) the logarithms of $43\cdot86$, $\cdot00783$;

(2) the numbers whose logarithms are $2\cdot5684$, $\bar{1}\cdot4735$;

(3) the value of $\cos 42^\circ 12'$;

(4) the value of θ when $L \tan \theta = 10\cdot1748$.

15. 3. When A and B are acute angles, prove geometrically that

$$\sin(A - B) = \sin A \cos B - \cos A \sin B.$$

Write down without proof the corresponding formulæ for

$$\sin(A + B), \cos(A + B).$$

Assuming these formulæ to hold good for all values of A and B , prove that

$$\sin 4\theta + \sin 2\theta = 2 \sin 3\theta \cos \theta.$$

15. 4. A ladder is placed against a vertical wall, and the foot of the ladder is 12 feet from the wall. If the ladder make an angle of 50° with the horizontal, find its length in feet and inches.

Either,

Alternative Questions.

15. 5a. Assuming the formula,

$$\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}},$$

find the least angle of the triangle whose sides are 35, 38, 43.

Or,

15. 5b. With the help of the tables solve the equation

$$\sin \theta + \cos \theta = 1.2817.$$

Either,

15. 6a. What is meant by the circular measure of an angle?

With radius 10 centimetres describe an arc subtending an angle of 40° at the centre of the circle.

Measure the arc with the help of your scale, and deduce the circular measure of an angle of 40° .

Assuming that $\pi = \frac{22}{7}$, find by calculation the circular measure of 40° , and see how far it agrees with your previous result?

Or,

15. 6b. Assuming that

$$\tan(A+B) = \frac{\tan A + \tan B}{1 - \tan A \tan B},$$

find expressions for $\tan 2A$ and $\tan 3A$ in terms of $\tan A$.

Find the value of $\tan 3A$ when $\tan A = \frac{1}{2}$; and verify your answer by an accurate diagram.

ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Higher Grade.

Friday, 10th April—4 P.M. to 5.30 P.M.

10. *All the steps of the proofs must be given*, and the work of the calculations should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.

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.

13. 1. Explain what is meant by component and resultant velocities.
A ship steams eastwards at the rate of 24 miles an hour, and is at the same time carried southwards by an ocean current at the rate of 7 miles an hour. Find by a diagram carefully drawn to scale on the square-ruled paper, the real direction and velocity of the ship.
12. 2. A body moves from rest under the action of a uniform acceleration in the direction of motion, which imparts to it a velocity of 5 feet per second in each second. Find its velocity at the end of 5 seconds, its average velocity during the 5 seconds, and the distance travelled in the 5 seconds.
13. 3. Prove the formula,

$$v^2 = V^2 + 2gs,$$

where V is the initial velocity, g the acceleration, and v the velocity after s feet have been passed over in the direction in which the acceleration acts.

- VALUE. A stone is thrown vertically downwards from the top of a tower 120 feet high, and reaches the ground with a velocity of 88 feet per second; with what speed did it leave the top of the tower?
13. 4. State the third Law of Motion.
A shot weighing 42 pounds leaves a gun weighing 12 tons with a velocity of 1000 feet per second; find the velocity with which the gun would recoil if its motion were unchecked in any way.
13. 5. Show how to find the centre of gravity of three heavy particles whose masses and positions are known.
 ABC is a triangle, right-angled at B , having $AB = 6$ feet, $BC = 4$ feet. Weights of 1 lb., 2 lbs., 3 lbs. are placed at A , B , C respectively; find the distances of their centre of gravity from AB and from BC .
13. 6. Explain what is meant by specific gravity.
A ball of cork, of specific gravity $\cdot 27$, is coated with gutta-percha of specific gravity $\cdot 96$. If the volume of the gutta-percha is one-half that of the cork, prove that the ball will float with half its volume above the surface of the water.
13. 7. Describe the construction of the syphon, and explain why the water flows from the tube.

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade.)

Friday, 10th April—4 P.M. to 5.30 P.M.

Candidates should answer *six* questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

10. Marks are given for neatness, good style, and accurate diagrams.
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.
12. 1. Explain what is meant by (1) the components of a given velocity in two given directions, (2) the component of a given velocity in a given direction.
 AB , AC are two straight lines inclined at an angle 60° , and P is a point within the angle BAC such that $BAP = 45^\circ$. Find the components in the directions AB and AC of a velocity V along AP .
18. 2. A body is projected with a velocity of 160 feet per second in a direction making an angle of 30° with the horizontal; draw its path during the first 4 seconds on squared paper, to the scale of 100 feet to the inch, neglecting the effect of atmospheric resistance. Explain your construction.
Two bodies are projected from the same point with different velocities in different directions. Show that the distance between the bodies after t seconds is the same as it would have been had gravity not existed; and express it in terms of the initial velocities, u , v , the angle between their directions, a , and the time.
15. 3. Prove that the distance, from any straight line in a plane, of the centre of mass of a number of particles in the plane, is equal to the sum of the products of each mass by its distance from the line, divided by the sum of the masses.
Masses of 1, 2, 3, 4 lbs. are placed at the vertices of a rectangle taken in order round the figure, and a mass of 10 lbs. is placed at the intersection of the diagonals; find the centre of mass of the five masses.

Alternative Questions.

Either,

15. 4a. Enunciate the Parallelogram of Forces, and show how it can be deduced from the Parallelogram of Velocities.

VALUE. — A weight of 100 lbs. is slung by two cords inclined to the vertical at angles of 46° and 34° ; find the tensions of the cords either graphically or by help of the tables.

Or,

15. 4b. Define work and horse-power.

Find the work done in dragging a mass of 20 lbs. up an inclined plane 5 feet in length, which is at an angle $\tan^{-1} \frac{3}{5}$ with the horizon, and whose coefficient of friction is $\cdot 6$.

Either,

15. 5a. A rectangular diving-bell, of 7 feet in height and 3 ft. by 4 ft. in section, is full of air, and is lowered in water until its top is 20 feet below the surface of the water. What volume of air at atmospheric pressure must now be pumped into it, in order to fill it completely with air; the height of the water barometer being 33 feet?

Or,

15. 5b. Define the centre of pressure of a plane surface immersed in a liquid.

A triangle is immersed in a heavy liquid with its vertex in the surface and its base horizontal, find the position of the centre of pressure.

Either,

15. 6a. A uniform ladder, inclined at an angle θ to the horizontal, rests on a rough horizontal pavement and against a rough vertical wall: show in a diagram the directions of the forces of gravity, resistance, and friction, which act on the ladder.

If the ladder is on the point of slipping, and its coefficients of friction with the pavement and wall are $\cdot 4$ and $\cdot 5$ respectively, either prove that $\theta = 45^\circ$; or verify this result graphically by an accurately drawn figure on square-ruled paper.

Or,

15. 6b. Explain the mechanical action which takes place when a ball impinges obliquely on a plane surface and show that if θ and ϕ be the angles which the directions of striking and rebounding make with the perpendicular to the surface, then $\tan \theta = e \tan \phi$; when e is the coefficient of restitution.

AB, CD are perpendiculars to the straight cushion of a billiard table from two points on the table. A ball struck from A strikes the cushion halfway between B and D , and in rebounding passes through C ; find the value of e , having given $AB = 3$ ft. 4 in., $CD = 2$ ft., $BD = 5$ ft. 4 in.

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade.)

Wednesday, 8th April—3.30 P.M. to 5 P.M.

All ordinary symbols and contractions are allowed.

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.

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.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

15. 1. Define a parabola.

S, A , and B are points in a plane. Find the directrices and vertices of the two parabolas which pass through the points A, B , and have S as their common focus.

- VALUE. 2. If PN be the ordinate, and PG the normal at a point P in a parabola, prove that $SP = SG$, and $NG = 2AS$.
15. SP is a focal radius of a parabola such that $\angle ASP = 120^\circ$; prove that SP is equal to the latus rectum.
15. 3. Prove that the locus of the mid-points of a series of parallel chords of a parabola is a straight line parallel to the axis, and that the tangent at the point where this line meets the curve is parallel to the series of chords.
15. 4. Prove that perpendiculars from the foci on a tangent to an ellipse meet it at points on the auxiliary circle.
Show that any circle which has a focal radius as diameter touches the auxiliary circle.
15. 5. Prove that the tangents drawn to a hyperbola from an external point subtend equal or supplementary angles at the focus according as the points of contact are on the same or on different branches of the curve.
Find the locus of the centre of the inscribed circle of the triangle PSS' ; when S, S' are the two foci and P is a point on the hyperbola.
15. 6. From an external point tangents are drawn to a sphere forming a cone. Prove that any tangent plane to the sphere cuts the cone in a conic section of which the point of contact is a focus.
Find the locus of the points in which the planes whose sections are parabolas touch the sphere.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade.)

Monday, 13th April—4 P.M. to 5.30 P.M.

10. *All the steps of the proofs must be given.* Additional marks will be given for neatness, good style, and accurate diagrams.
The co-ordinate axes may be assumed to be rectangular.
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.
Each answer should be accompanied by a careful diagram.
15. 1. Obtain the equation of a straight line in the form,

$$\frac{x}{a} + \frac{y}{b} = 1$$

stating what lengths are represented by a and b .

If this line intersects the lines,

$$\frac{x}{4a} = \frac{y}{b} \quad \frac{x}{a} = \frac{y}{4b}$$

in the points P, Q ; find an expression for the length of PQ .

15. 2. Write down (1) the equation of the straight line joining the points (3, 4) to the point (6, -1), and (2) the equation of the straight line joining (4, 1) to (5, 3).
Find the co-ordinates of the point where these lines intersect.
15. 3. If θ is an angle formed by the lines,

$$y = mx + c, \quad y = m'x + c',$$

at their intersection, find $\tan \theta$.

Deduce the condition that the lines are (1) parallel, (2) at right angles.

Apply the latter condition to form the equation of the line drawn through the origin at right angles to the line,

$$\frac{x}{a} + \frac{y}{b} = 1.$$

- VALUE. 4. Investigate the general equation of a circle.
Find the equation of the circle, whose centre is (3, 4), and which passes through (-1, -2).
15. In what points does it meet the line, $y = 1$?
15. 5. Prove that the line,
$$3x + 5y = 34,$$
touches the circle,
$$x^2 + y^2 = 34,$$
and find the point of contact.
Find the equation of the straight line which touches the circle,
$$x^2 + y^2 = 8x + 6y,$$
at the point (8, 0).
15. 6. P is a point on the circle,
$$(x - a)^2 + (y - b)^2 = c^2;$$
 Q is the mid-point of OP , where O is the origin. Find the equation of the locus of Q .

BOOK-KEEPING.

Thursday, 9th April—1 P.M. to 4 P.M.

Marks are given for writing, ruling, and style.

25. 95. 1. The following were the transactions of James Richardson on commencing business:—

1907.		£	s.	d.
July	1. Paid cash into Bank for Capital - - -	400	0	0
"	" Paid for Office Furniture (by cheque) - - -	24	0	0
"	2. Bought goods from J. Miller - - -	60	0	0
"	" Drew cheque for cash - - -	5	0	0
"	4. Bought goods from F. Harrison - - -	137	10	0
"	5. Sold goods to Wilson & Co. - - -	102	10	0
"	" Sold goods to A. Martin - - -	31	10	0
"	6. Returned to F. Harrison goods not up to sample -	4	5	0
"	13. Paid J. Miller (by cheque) - - -	54	0	0
"	" Discount allowed by him - - -	6	0	0
"	16. Received Bill from Wilson & Co. at 3 m/d - - -	18	10	0
"	20. Sold goods for cash - - -	5	2	6
"	" Paid Fire Insurance for year (in cash) - - -	6	0	0
"	22. Discounted at Bank Wilson & Co.'s Bill, yielding -	18	5	6
"	24. Purchased Premises from R. Renton (by cheque) -	342	0	0
"	27. Received from A. Martin and lodged in Bank -	29	18	6
"	" Discount allowed to him - - -	1	11	6
"	29. Drew cheque for self - - -	10	0	0
"	31. Drew cheque for cash - - -	25	0	0
"	" Paid wages (in cash) - - -	23	13	0
"	" Goods on hand valued at - - -	94	11	6
"	" Write Depreciation off Office Furniture at rate of 25 per cent. per annum - - -			

Rule the necessary books of first entry (Day Book, Cash Book, &c.).

NOTE.—No Bills Receivable Book is to be framed.

Record these transactions therein.

NOTE.—Only entries not suitable for other books are to be journalized.

Post from these to Ledger.

Frame Profit and Loss Account for July 1907.

Frame Balance Sheet at 31st July 1907.

VALUE.
30.

2. Brown, Jones, and Robinson are in partnership, and have the following capital at their credit:—Brown, £6,000; Jones, £5,000; Robinson, £4,000.

If profits admit, Jones gets a salary of £600 a year and Robinson one of £400 a year; thereafter, all are entitled to 5% interest on their capital, and any further profit is divided equally. Their profit for year 1907, before allowing for Salaries or Interest, is £2,500. None of the partners have drawn anything during the year.

- (a) Frame the Journal entries required to close the Profit and Loss Account.
(b) Frame the Partners' Ledger Accounts.

COMMERCIAL ARITHMETIC.

FIRST PAPER.

Tuesday, 14th April—10 A.M. to 10.30 A.M.

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

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

More importance will be attached to accuracy than to quickness.

Fill this in first.

Name of School _____

Name of Pupil _____

8. 1. Add—

£	s.	d.
476	13	10½
9025	18	4½
708	6	11½
870	10	10
1795	15	9
2863	17	8¾
9	14	3
4085	19	4¼
16420	10	0
297	7	11
4263	0	6½

2. Add—

Acres.	Roods.	Poles.
112	3	27
47	1	17
19	2	35
47	3	0
285	2	19
372	0	26
29	2	30
64	1	15
508	3	28
10	2	5
61	3	39

4. 3. Add—

$$34781 + 129625 + 4936 + 72091 + 60485 + 27987 + 3895.$$

4. 4. Write down the costs of—

87 articles at 2s. 6d. each	-	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>
45 „ £1 8s. „	-	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>
256 „ 1½d. „	-	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>
365 „ 4½d. „	-	<div style="border: 1px solid black; width: 100%; height: 20px;"></div>

4. Calculate these percentages—

1. 10% of 200 =

2. 20% of 100 =

3. 5% of 400 =

4. 15% of 300 =

5. Find the percentage of the following—

1. 100 of 200 =

2. 50 of 100 =

3. 25 of 50 =

4. 10 of 20 =

5. 5 of 10 =

COMMERCIAL ARITHMETIC.

SECOND PAPER.

Tuesday, 14th April—10.30 A.M. to 12 NOON.

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.

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.

7. Marks are given for neatness, arrangement, and style. Algebraical symbols may be used if properly explained.
8. 1. A manufacturer employs 80 men and 25 boys. The men work 8 hours a day for 5 days and 4 hours on the sixth day. The boys work 10 hours a day for 5 days, and 5 hours on the sixth day. Each man is paid 8*d.* an hour, and each boy 3*d.* an hour. Find the amount of wages paid for a week.
8. 2. A litre is a cubic decimetre, and a cubic centimetre of water weighs a gram. A cistern is in the form of a cube, each side being half a metre. How many litres of water will it hold, and how many kilograms will the water weigh?
10. 3. Distinguish between Interest and Discount. Explain what is meant by Compound Interest.
8. 4. By investing money in the $2\frac{3}{4}$ per cents. a return of $3\frac{1}{8}$ per cent. on the money invested is obtained. Find the price of the stock, disregarding brokerage.
10. 5. In exchange for £10 I received from the bank a draft on Los Angeles for 48 dollars 20 cents. Find to the nearest farthing the price I paid for a dollar.
11. 6. The paid-up capital of a bank is £2,000,000. The net profit for the last half year was £325,006 1*s.* 10*d.*, and a balance of £97,365 2*s.* 10*d.* was brought forward from the previous half year. The directors carried £50,000

VALUE. to reserve fund, £25,000 to the premises account, allowed £50,000 to writing down the value of certain stocks, and declared a dividend for the half year at the rate of 20 per cent. per annum. How much was carried forward to the new account?

13. 7. A bill on Calcutta for 1,000 rupees at 90 days sight (that is 93 days when the 3 days of grace are included) was presented for acceptance on 17th May 1907, and was discounted on the 19th June 1907, the rate of discount being 5 per cent. per annum. The proceeds were remitted to London by telegraphic transfer. How much was received in London if the rate of exchange was 1s. 3 $\frac{7}{8}$ d. per rupee?
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