(1001)

LEAVING CERTIFICATE EXAMINATION, 1906.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Thursday, 21st June.—10 A.M. to 12.30 P.M.

All Candidates should attempt *eight* questions (and no more)—namely, Questions 1, 2, 3, and 4, one or other of the alternatives given in Question 5 and in Question 6, *one* question in Section II., and *one* in Section III.

VALUE.

SECTION I.

8. 1. Write out, and punctuate, the passage for dictation.

16. 2. Write an essay, of about two pages, on one of the following subjects :—

(i) Relate in your own words some striking incident in the life of your favourite character in Scottish history.

(ii) Discuss, in the form of a dialogue between two boys or two girls, the advantages and disadvantages of living in a large town.

14. 3.

> He who ascends to mountain-tops shall find
> The loftiest peaks most wrapt in clouds and snow :
> He who surpasses or subdues mankind
> Must look down on the hate of those below.
> Though high above the sun of glory glow,
> And far beneath the earth and ocean spread,
> Round him are icy rocks, and loudly blow
> Contending tempests on his naked head,
> And thus reward the toil which to those summits led.

(i) Express, in a single sentence, the main thought of the above passage.

(ii) Invent or quote another metaphor to illustrate that thought.

(iii) Rewrite the last sentence in prose order, without adding, omitting, or changing any word.

(iv) What is the metre of the passage ? Scan the last line.

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12.   4. Build up the following facts into a single connected composition, arranging them in what you consider the best order :—

The swallow has very long wings—lives on insects—has great powers of flight—feeds in the air—its feet not adapted for walking or climbing—has a broad, soft bill—migrates to warmer lands in winter—does not eat fruits or grubs—there are no insects in the air of Britain in the winter—the swallow is not swifter in flight than the falcon or carrier-pigeon, but can turn and wheel more rapidly—has a long forked tail.

10.   5. *Either,* Discuss the force of the following suffixes, giving one example of each : —*ish,* —*ling,* —*wise,* —*fy,* —*ize.*

Show how new English words are still made when occasion for them arises ; and give *five* examples.

Or,   Point out any faults in the following sentences, and rewrite each sentence in simpler and clearer form :—

(*a*) Elizabeth had a feeling for her cousin, but being a claimant for the crown of England, Elizabeth could not stand her cousin on account of that.

(*b*) Italy is a narrow tongue of land, the backbone of which is formed by the Apennines.

(*c*) In Newport, the place of his nativity, he engaged in commerce, erected a residence, and attained a considerable degree of popularity among his fellow townsmen.

(*d*) He married a lady who boasted of Portuguese extraction and predeceased him by some dozen summers.

(*e*) Neither the religion of the missionaries nor the trade of the merchants is the cause of the anti-foreign movement in China, though both have been used as levers to envenom it.

10.   6. *Either,* Describe any *one* of the following characters :—Touchstone, Portia, Cassius, Bottom, Mr. Greatheart, Will Wimble, Friday, Bailie Nicol Jarvie, Edie Ochiltree, Locksley, Tressilian, Mr. Stiggins, Squeers, Traddles, Scrooge.

Or,   Select from among the English authors read as part of your school work during the past year the particular book you liked best, and explain why it specially interested you.

SECTION II.

15.   7. Write a single paragraph on each of any *two* of the following themes, indicating in each case the later effects of the events that you narrate :—

The Celtic Church ; the Danish supremacy ; the Normans in Scotland ; The Hundred Years' War ; the capture of Constantinople by the Turks ; the political relations of Scotland with France ; the suppression of the Monasteries ; the expansion of English commerce under Elizabeth ; the

VALUE.

Thirty Years' War ; the Solemn League and 'Covenant ; the Revolution of 1688 ; the rivalry of France and Britain in the New World ; the foreign policy of William Pitt the Younger ; the Industrial Revolution and its effects on politics ; the Disruption ; Home Rule.

15.   8. What is meant by the Feudal System ? Under the influence of what forces did it break down ?

15.   9. "Britain has never interfered in the affairs of Europe except to preserve the balance of power." Discuss this statement, with illustrations from any period of history.

15.   10. Give a short account of the present powers of the House of Commons, showing how they have been gradually acquired.

SECTION III.

15.   11. What are the chief races of men ? How are they distinguished ? And how distributed ?

15.   12. Contrast the physical configuration and natural resources of Scotland with those of Ireland, and show how the development of each country has been affected thereby.

15.   13. Name and locate the chief British coaling-stations in the Eastern Hemisphere, and discuss their strategical importance.

15.   14. Write a paragraph on each of any *two* of the following themes, embodying the more important facts regarding the subjects you select :—The mountain system of Central Europe ; Antarctic exploration ; the wheat-lands of the World ; the political and strategical importance of the Low Countries ; the great cities of the United States ; German possessions in Africa ; the political and commercial interests of the Great Powers in the Pacific ; the Balkan States ; the geographical distribution of volcanoes ; the Moslem states in N. Africa ; the river system of India.

ENGLISH.

LOWER GRADE.

Thursday, 21st June.—10.45 A.M.

Passage for Dictation.

Whatever were occasionally the triumphs of this daring freebooter, they were often exchanged for reverses ; and his narrow escapes, rapid flights, and the ingenious stratagems with which he extricated himself from imminent danger, were no less remembered and admired than the exploits in which he had been successful. In weal or woe, through

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every species of fatigue, difficulty and danger, his wife was his faithful companion. Their morality was of the old Highland sort, faithful friends and fierce enemies : the Lowland herds and harvests they accounted their own, whenever they had the means of driving off the one, or of seizing upon the other ; nor did the least scruple on the right of property interfere on such occasions.

ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 21st June.—10 A.M. to 1 P.M

Higher Grade Candidates should attempt *eight* questions (and no more) —namely, the whole of Sub-section A., *one* question from Sub-section B., *two* from Sub-section C., *two* from Section II. and *one* from Section III.

Honours Candidates should also attempt *eight* questions, two of which must be Questions 1 and 2. They are not required to answer questions from Sections II. and III., although they may do so. They can obtain the full number of marks in Section I

SECTION I.

Sub-section A.

20.   1. Write an essay, of about two pages, on one of the following subjects :—

(25.)*

     (i) The virtues and failings of the Stuart dynasty.

     (ii) "A great man is one who affects the mind of his generation." Discuss this with reference to any great man either (*a*) of the Elizabethan or (*b*) of the Victorian Age.

     (iii)   " Amid the gloom
Spread by a brotherhood of lofty elms
Appeared a roofless hut, four naked walls
That stared upon each other. '

       Describe such a ruined cottage in the Highlands.

15.   2. " He writes passionately, because he feels keenly ; forcibly, because he conceives vividly ; he sees too clearly to be vague ; he is too serious to be otiose ; he can analyse his subject, and therefore he is rich ; he embraces it as a whole and in its parts, and therefore he is consistent ; he has a firm hold of it, and therefore he is luminous. When his imagination wells up, it overflows in ornament ; when his heart is touched, it thrills along his verse. He always has the right word for the right idea, and

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* The Values printed in brackets are those assigned for Honours.

never a word too much.   If he is brief, it is because few words suffice ; when he is lavish of them, still each word has its mark, and aids, not embarrasses, the vigorous march of his elocution.   He expresses what all feel, but all cannot say ; and his sayings pass into proverbs among his people, and his phrases become household words and idioms of their daily speech, which is tessellated with the rich fragments of his language, as we see in foreign lands the marbles of Roman grandeur worked into the walls and pavements of modern palaces."

(i) Describe, in your own language, the characteristics of good writing as they are here set forth.

(ii) Note three metaphors in the above passage, and explain their application.

Sub-section B.

10.   3. Write short notes on the derivation and original meaning of the following words, and show the propriety of their use in the above passage (Question 2) :—*Passionately ; vividly ; otiose ; embraces ; consistent ; thrills ; embarrasses ; idioms ; fragments ; foreign.*

10.   4. Write short notes on the syntax of the words in italics in the following sentences, and give the modern prose equivalent for each sentence :—

(i) *Hap* what *hap*,
My basnet *to* a prentice cap,
Lord Surrey's o'er the Till.

(ii) *Would* he *were* fatter.

(iii) Women are angels, *wooing.*

(iv) Lord Angelo *dukes it* well.

(v)   This not to do,
So grace and mercy at your most need *help* you,
Swear !

10.   5. Show, with examples, how new words have been brought into the English language by each of the following agencies :—

(a) The Church.

(b) Feudal institutions.

(c) University learning.

(d) Colonisation.

(e) Commerce.

Sub-section C.

10.   6. Select *two* of the following passages.   Assign each of them to its proper period, and (where you can) to its author, *giving reasons for your decision.*   Name the metre, and comment on any felicities of language and rhythm :—

(i)   Eftsoones they heard a most melodious sound,
           Of all that mote delight a daintie eare,
           Such as attonce might not on living ground,
           Save in this paradise, be heard elsewhere :
           Right hard it was for wight which did it heare
           To reade what manner musicke that mote be ;
           For all that pleasing is to living eare
           Was there consorted in one harmonee.
    Birdes, voices, instruments, windes, waters, all agree.

(ii)   Their glittering tents he passed, and now is come
           Into the blissful field, through groves of myrrh,
           And flowering odours, cassia, nard, and balm ;
           A wilderness of sweets ; for Nature here
           Wantoned as in her prime, and played at will
           Her virgin fancies, pouring forth more sweet,
           Wild above rule or art, enormous bliss.

(iii)   Not proud, nor servile ; be one poet's praise,
           That, if he pleas'd, he pleas'd by manly ways :
           That flatt'ry, ev'n to Kings, he held a shame,
           And thought a lie in verse or prose the same.

(iv)   Still, as of yore, Queen of the North !
           Still canst thou send thy children forth.
           Ne'er readier at alarm-bell's call
           Thy burghers rose to man thy wall,
           Than now, in danger, shall be thine
           Thy dauntless voluntary line.

(v)   Thou, in bewitching words, with happy heart,
           Did'st chaunt the vision of that Ancient Man,
           The bright-eyed Mariner, and rueful woes
           Didst utter of the Lady Christabel ;
           And I, associate with such labour, steeped
           In soft forgetfulness the livelong hours,
           Murmuring of him who, joyous hap, was found,
           After the perils of his moonlight ride,
           Near the loud waterfall ; or her who sate
           In misery near the miserable Thorn.

(vi)   Take wings of foresight ; lighten thro'
            The secular abyss to come,
            And lo, thy deepest lays are dumb
           Before the mouldering of a yew ;
           And if the matin songs, that woke
            The darkness of our planet, last,
            Thine own shall wither in the vast,
           Ere half the lifetime of an oak.

10.   7. Show, with illustrations, how large a part classical mythology has
       played in English poetry.

10.   8. Give a short summary of the opening scene of any one of
       Shakespeare's plays, and show the use of the scene in relation
       to the whole action of that play.

SECTION II.

10.   9. Write a single paragraph on each of any *two* of the following themes, indicating in each case the later effects of the events that you narrate :—

The Celtic Church ; The Danish Supremacy ; the Normans in Scotland ; The Hundred Years' War ; The capture of Constantinople by the Turks ; the political relations of Scotland with France ; the suppression of the Monasteries ; the expansion of English commerce under Elizabeth ; the Thirty Years' War ; the Solemn League and Covenant ; the Revolution of 1688 ; the rivalry of France and Britain in the New World ; the foreign policy of William Pitt the Younger ; the Industrial Revolution and its effects on politics ; the Disruption ; Home Rule.

10.   10. What is meant by the Feudal System ? Under the influence of what forces did it break down ?

10.   11. "Britain has never interfered in the affairs of Europe except to preserve the balance of power." Discuss this statement, with illustrations from any period of history.

10.   12. Give a short account of the present powers of the House of Commons, showing how they have been gradually acquired.

SECTION III.

15.
10.)*   13. What are the chief races of men ? How are they distinguished ? And how distributed ?

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(10.)*   14. Contrast the physical configuration and natural resources of Scotland with those of Ireland, and show how the development of each country has been affected thereby.

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(10.)*   15. Name and locate the chief British coaling-stations in the Eastern Hemisphere, and discuss their strategical importance.

15.
10.)*   16. Write a paragraph on each of any *two* of the following themes, embodying the more important facts regarding the subjects you select :—The mountain system of Central Europe ; Antarctic exploration ; the wheat-lands of the World ; the political and strategical importance of the Low Countries ; the great cities of the United States ; German possessions in Africa ; the political and commercial interests of the Great Powers in the Pacific ; the Balkan States ; the geographical distribution of volcanoes ; the Moslem states in N. Africa ; the river system of India.

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ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 27th June.—10 A.M. to 1 P.M.

About SIX *questions should be answered.   Not more than* TWO *of these
must be taken from Section II.*

SECTION I.

16. 1. Describe the setting of the Canterbury Tales, and compare it with
that of any other collection of stories known to you.

16. 2. Give some account of the rules that govern alliterative verse, with
illustrations from the works of alliterative poets.

16. 3. Discuss the effect of the Protestant Reformation on Scottish
literature.

16. 4. Name and describe any three notable works of prose translation
into English (other than translations of the Bible), written before
the year 1600.

16. 5. Ben Jonson said that Spenser, "in affecting the Ancients, writ no
language." Discuss this saying.

16. 6. From an analysis of any one of Shakespeare's tragedies, or from a
comparison of several, deduce Shakespeare's conception of Tragedy.

16. 7. What is a Masque? Show how it differs from a Comedy, and
illustrate its nature from Milton's *Comus*.

16. 8. Refer, with quotations, to any passages of Shakespeare's work, which
show his power of picturesque description.

16. 9. Trace the rise of familiar colloquial prose in the Seventeenth
Century.

16. 10. Give some account of *either* Herrick *or* James Thomson, considered
as a poet of country life.

16. 11. What are the essentials of good Satire? Illustrate your answer
by referring to the works of Pope and Swift.

16. 12. Compare and contrast the poetical work of Gray with that of
Collins.

16. 13. What parts of European (as contrasted with British) history are
illustrated by Shakespeare's plays *or* by Scott's novels?

16. 14. Discuss the effect of the French Revolution on English poetry.

16. 15. Where can the influence of Italy be traced in English literature of
the Victorian Age?

16. 16. How do the works of Tennyson, *or* of Browning, illustrate some of
the main tendencies of thought in the Nineteenth Century?

Section II.

Optional Questions.

16.   17. Translate into Modern English :—

Ða het se cyning sellan Apollonie ða hearpan. Apollonius
ða uteode, and hine scrydde, and sette ænne cynehelm upon his
heafod, and nom ða hearpan on his hand, and ineode, and swa
stod ðæt se cyning and ealle ða ymbsittendan wendon ðæt he
nære Apollonius, ac ðæt he wære Apollines, ðæra hæðenra god.
Ða wearð stilnes and swige geworden innan ðære healle.   And
Apollonius his hearpnægl genom, and he ða hearpestrengas mid
cræfte astyrian ongan, and ðære hearpan sweg mid wynsumum
sange gemengde.   And se cyning self, and ealle ðe ðær
andwearde wæron, mīcelre stefne cleopedon and hine heredon.
Æfter ðisum forlet Apollonius ða hearpan, and plegode, and fela
fægerra ðinga ðær forðteah, ðe ðæm folce ungecnawen wæs
and ungewunelic.   And him eallum ðearle licode ælc ðæra
ðinga ðe he forðteah.

16.   18. In the above passage change into the present tense all verbs that
are in the past tense.

16.   19. What pagan and what Christian elements are to be found in Anglo-
Saxon literature ?

16.   20. Trace the rise of modern standard English, and show how it still
bears marks of its origin.

LATIN.

Lower Grade.

Monday, 25th June.—10 A.M. to 12.30 P.M.

30.   1. For Prose Composition :—

[*Candidates should in all cases attempt this Question.*]

Among the many battles which were fought there was none in
which he did not signalise himself ; twice he stopped the army in its
flight, led them back to the charge, and gained the victory ; so that,
next to Cæsar, he had the greatest reputation of any person in the
army.   And what opinion Cæsar himself had of him, plainly appeared
at the last and decisive battle of Pharsalia.   He led the right wing
himself, and committed the charge of the left to Antony, as the best
of all his officers.   After the battle, Cæsar being created dictator,
went in pursuit of Pompey, and sent Antony to Rome with the
character of Master of the Horse.

2. Translate into English :—

20.

(a) *Perseus defeated, and the progress of Antiochus checked.*

Is Perseum ingenti proelio apud urbem nomine Pydnam in Macedonia fusum fugatumque castris exuit deletisque eius copiis destitutum omni spe coegit e Macedonia profugere, quam ille linquens in insulam Samothraciam perfugit templique se religioni supplicem credidit. ad eum Cn. Octavius praetor, qui classi praeerat, pervenit et ratione magis quam vi persuasit ut se Romanorum fidei committeret. ita Paulus maximum nobilissimumque regem in triumpho duxit.

Per idem tempus, cum Antiochus Ptolemaeum puerum Alexandriae obsideret, missus est ad eum legatus M. Popilius Laenas, qui iuberet incepto desistere, mandataque exposuit et regem, deliberaturum se dicentem, circumscripsit virgula iussitque prius responsum reddere, quam egrederetur finito harenae circulo. sic cogitationem regiam Romana disiecit constantia oboeditumque est imperio.

(b) *Orpheus recovers Eurydice, only to lose her again.*

15.

Inmites potuit flectere cantibus
umbrarum dominos et prece supplici
Orpheus, Eurydicen dum repetit suam.
tandem mortis ait ' vincimur ' arbiter,
' evade ad superos, lege tamen data :
tu post terga tui perge viri comes,
tu non ante tuam respice coniugem,
quam cum clara deos obtulerit dies,
Spartanique aderit ianua Taenari. '
odit verus amor nec patitur moras :
munus dum properat cernere, perdidit.

3.   (a) In the following lines of verse mark the quantity of each syllable and divide the feet.   Name the metres in which the lines are written.

35.

nunquam animam talem dextra hac (absiste moveri)
amittes : habitet tecum et sit pectore in isto.
hoc, quodcunque vides, hospes, qua maxima Roma est
ante Phrygem Aenean collis et herba fuit.

(b) Give (1) the meaning, (2) the gender, (3) the genitive singular, (4) the genitive plural of the following words :—*bos, nox, gner, exercitus ;* and give the principal parts of *seco, ardeo, misceo, fallo, ulciscor.*

(c) Write down the comparative and superlative of *tener, gravis, gracilis, utilis, senex, benevolus ;* and mention the comparatives and superlatives from *prope, ultra, extra.*

(d) Write, and translate, short Latin sentences to illustrate the exact meaning of the following pairs of words :—*unus, singuli — deni, decies—quidam, quilibet—oma.is, quisque—semel, simul.*

4. Translate into Latin :—

(a) When you come back to Rome, I shall tell you what has happened.

(b) The king promised to spare my life, if I obeyed him.

(c) If you had acted otherwise, you would have been severely punished.

(d) So perish every one who shall leap over the walls of my city.

5. Give a short account of the career of any *one* of the following :—
Camillus, Scipio Africanus Major, Jugurtha, Pompeius Magnus, Agricola.

LATIN.

HIGHER GRADE.

Monday, 25th June.—10 A.M. to 1 P.M.

Candidates will not be allowed to pass unless they reach the necessary standard both in Prose Composition and in Translation.

30.   1. For Latin Prose :—

Germanicus had calmed his mutinous soldiery, led them more than once into the heart of Germany, visited the battlefield where Varus fell, and brought back with him in triumph the captive wife and child of Arminius, the national hero of the Germans.   It might seem dangerous to leave him longer at the head of an army so devoted to their general—dangerous perhaps to bring him back to win the hearts of men at Rome.   But his presence might be useful in the East, for the kingdoms of Parthia and Armenia had been torn by civil wars and thrown into collision by the claims of rival candidates for power, and by wars of succession due in part at least to the intrigues of Rome.   A general of high repute was needed to protect the frontier and appease the neighbouring powers.   It was resolved to recall Germanicus and dispatch him to Syria on this important mission.

25.   2. Translate into English :—

(a) Carthagini cum prima collatio pecuniae diutino bello exhaustis difficilis videretur maestitiaque et fletus in curia esset, ridentem Hannibalem ferunt conspectum. cuius cum Hasdrubal Haedus risum increparet in publico fletu, cum ipse lacrimarum causa esset, "Si quem ad modum oris habitus cernitur oculis" inquit, "sic et animus intus cerni posset, facile vobis appareret, non laeti sed prope amentis malis cordis hunc, quem increpitas, risum esse.   qui tamen nequaquam adeo est intempestivus quam vestrae istae absurdae atque abhorrentes lacrimae sunt : tunc flesse decuit, cum adempta sunt nobis arma, incensae naves, interdictum externis bellis : illo enim vulnere concidimus.   nec est, cur vos otio vestro consultum ab Romanis credatis : nulla magna civitas quiescere potest : si foris hostem non habet, domi invenit, ut praevalida corpora ab externis causis tuta videntur, sed suis ipsa viribus onerantur.

(b) Evander parts from his son Pallas.

15.

" At vos, o superi, et divum tu maxime rector
Iuppiter, Arcadii, quaeso, miserescite regis,
et patrias audite preces : si numina vestra
incolumem Pallanta mihi, si fata reservant,
si visurus eum vivo et venturus in unum,
vitam oro ; patiar quemvis durare laborem :
sin aliquem infandum casum, Fortuna, minaris,
nunc o nunc liceat crudelem abrumpere vitam,
dum curae ambiguae, dum spes incerta futuri,
dum te, care puer, mea sola et sera voluptas,
complexu teneo ; gravior ne nuntius aures
vulneret,"   haec genitor digressu dicta supremo
fundebat : famuli collapsum in tecta ferebant.

30.

3. (*a*) Translate the following sentences and account for the case of the words printed in italics :—

      (i) *cui* non sunt auditae Demosthenis vigiliae ?

      (ii) *animo* cupienti nihil satis festinatur.

      (iii) res eodem est *loci* quo reliquisti.

      (iv) C. Verrem insimulat *avaritiae* et audaciae.

(*b*) Scan the following lines, marking the quantity of every syllable, and dividing the feet. Give the name of the metre in each case :—

      " nil satis est," inquit, " quit tanti habeas sis."
      et tollens vacuum plus nimio gloria verticem.
      auream quisquis mediocritatem.

4. Translate into Latin :—

      (*a*) If you play the man in this contest, I will put you in command of the army.

      (*b*) Whether by chance or design, there can be no doubt that he did much harm to his own friends.

      (*c*) Preferring safety to glory, and believing that any kind of peace was better than civil war, he betook himself to Rome.

      (*d*) The tribune at once despatched a messenger to inform the general of the critical situation.

5. Answer any *one* of the following :—

      (*a*) Give some account of Rome's conflict with *one* of the following :—Pyrrhus, Antiochus, Mithradates.

      (*b*) What were the chief measures passed by Sulla ? How far was his legislation permanent in its results ?

      (*c*) Describe the nature and aims of the coalition formed in 60 B.C. by Caesar, Pompeius and Crassus.

      (*d*) Give a short history of Rome's dealings with *either* Parthia *or* Britain.

      (*e*) Explain the following expressions :—*intercessio, tribuni militares consulari potestate, princeps senatus, census equester, Feriae Latinae.*

LATIN.

HONOURS.—FIRST PAPER.

Monday, 25th June.—10 A.M to 1 P.M

70   1. For Latin Prose :—

On this return to Rome, Cæsar was drawn at once into closer connection with the man who during the next twenty years was to be his friend, his rival, and his enemy. Pompeius was by this time tired of a quiet life. He had been living in dignified retirement, rarely showing himself in the forum, and when he did so, surrounded with a train of friends, who screened him from the eye and touch of the vulgar. By this means, says Plutarch, he contrived to keep up his reputation, which was purely military. At last, both to him and his friends, it seemed impossible to be idle any longer. There was real and abundant reason for the employment of the ablest soldier of the day. The audacity of the pirates was greater than ever. Lucullus too, in Asia, had begun to meet with disasters, and was unable, with his troops in a mutinous temper, to cope with the combined forces of the kings of Armenia and Pontus. To make arrangements for a campaign was constitutionally the business of the Senate ; but the Senate was not likely to recall its faithful and able general, Lucullus, nor to give any single individual the exclusive powers necessary to enable him to act with success against the pirates. A bill was proposed by a tribune, Gabinius, in the assembly of the plebs, giving Pompeius the extensive power which he himself desired.

30.   2. For Latin Verse Composition :—

(*a*) Translate into Hexameters :—

> Then loudly thus before the attentive bands
> He calls the gods and spreads his lifted hands :
> "O first and greatest power ! whom all obey,
> Who high on Ida's holy mountain sway,
> Eternal Jove ! and you bright orb that roll
> From East to West, and view from pole to pole !
> Thou Mother Earth ! and all ye living floods !
> Infernal furies and Tartarean gods,
> Who rule the dead and horrid woes prepare
> For perjured kings and all who falsely swear !
> Hear and be witness."

(*b*) Translate into Elegiacs :—

> Me whom to land the pitying billow bore,
> It stripped not of the humble dress I wore ;
> But he who found me dead did not disdain
> Such great pollution for such little gain.
> May the filched garment cleave unto his shade,
> And Minos see him in my spoils arrayed !

OR, *as an alternative to verse composition,*

Write in Latin :—

An Essay or Dialogue on the character and action of the gods in the epics of Homer and Virgil ;

OR

A Funeral Speech or *Laudatio* over a member of the family of the Scipios, commemorating the achievements of his ancestors.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 27th June.—2 to 5 P.M.

1. Translate into English :—

20. (*a*)   CICERO S. D. CORNIFICIO COLLEGAE.

Grata mihi vehementer est memoria nostri tua quam significasti litteris ; quam ut conserves, non quo de tua constantia dubitem, sed quia mos est ita rogandi, rogo. ex Syria nobis tumultuosiora quaedam nuntiata sunt, quae, quia tibi sunt propiora quam nobis, tua me causa magis movent quam mea. Romae summum otium est, sed ita, ut malis salubre aliquod et honestum negotium : quod spero fore ; video id curae esse Caesari. me scito, dum tu absis, quasi occasionem quandam et licentiam nactum scribere audacius ; et cetera quidem fortasse quae etiam tu concederes ; sed proxime scripsi de optimo genere dicendi, in quo saepe suspicatus sum te a iudicio nostro, sic scilicet, ut doctum hominem ab non indocto, paulum dissidere : huic tu libro maxime velim ex animo, si minus, gratiae causa suffragere. dicam tuis ut eum, si velint, describant ad teque mittant ; puto enim, etiam si rem minus probabis, tamen in ista solitudine quidquid a me profectum sit iucundum tibi fore. quod mihi existimationem tuam dignitatemque commendas, facis tu quidem omnium more, sed velim sic existimes me cum amori quem inter nos mutuum esse intellegam plurimum tribuere tum de summo ingenio et de studiis tuis optimis et de spe amplissimae dignitatis ita iudicare, ut neminem tibi anteponam, comparem paucos.

20. (*b*)   Iudicibus notis regimur fruimurque quietis
militiaeque bonis, ceu bellatore Quirino
ceu placido moderante Numa.   non imminet ensis,
nullae nobilium caedes, non crimina vulgo
texuntur, patria maestus non truditur exul ;
impia continui cessant augmenta tributi ;
non infelices tabulae ; non hasta refixas
vendit opes ; avida sector non voce citatur,
nec tua privatis crescunt aeraria damnis.
munificus largi, sed non et prodigus, auri.

perdurat non empta fides nec pectora merces
adligat ; ipsa suo pro pignore castra laborant ;
te miles nutritor amat.   quae denique Romae
cura tibi !   quam fixa manet reverentia patrum !
firmatur senium iuris priscamque resumunt
canitiem leges emendanturque vetustae
acceduntque novae.   talem sensere Solonem
res Pandioniae ; sic armipotens Lacedaemon
despexit muros rigido munita Lycurgo.

20.

(c.)   Litterasque ad senatum misit, quarum summa erat repertum
cum ferro percussorem Agerinum, ex intimis Agrippinae libertis,
et luisse eam poenas conscientia qua scelus paravisset. adiciebat
crimina longius repetita, quod consortium imperii iuraturasque
in feminae verba praetorias cohortes idemque dedecus senatus
et populi speravisset, ac, postquam frustra habita sit, infensa
militi patribusque et plebi dissuasisset donativum et congiarium
periculaque viris illustribus struxisset.   quanto suo labore
perpetratum, ne irrumperet curiam, ne gentibus externis
responsa daret.   temporum quoque Claudianorum obliqua
insectatione cuncta eius dominationis flagitia in matrem
transtulit, publica fortuna extinctam referens.   namque et
naufragium narrabat : quod fortuitum fuisse quis adeo hebes
inveniretur ut crederet ?   aut a muliere naufraga missum cum
telo unum qui cohortes et classes imperatoris perfringeret ?
ergo non iam Nero, cuius inmanitas omnium questus anteibat,
sed Seneca adverso rumore erat, quod oratione tali confessionem
scripsisset.

14.   2. Translate the following, with short notes on the construction of
the words in italics :—

(a) (α) cratera antiquum, quem *dat* Sidonia Dido.
    (β) iuvenes .   .   .   .   quos *educat* Ufens.

(b) mobilis Aesonide vernaque incertior aura
    cur *tua polliciti* pondere verba carent ?

(c) haud aliter caeco nocturni turbine Cori
    scit peritura ratis.

(d) *assiduo* ruptae *lectore* columnae.

(e) nihil ei longius videbatur quam *dum* illud *videret* argentum.

(f) vix erat hoc plane imperatum, cum illum spoliatum
    stipatumque lictoribus *videres*.

(g) nec *veni*, nisi fata locum sedemque dedissent.

26.   3. Answer any *two* of the following :—

(a) Discuss the causes and motives of the murder of Julius
    Caesar, the political wisdom or folly of the act, and its
    immediate consequences.

(b) Give some account of the acquisition and administration of
    any *one* of the following provinces :—Sicily, Achaia, Egypt,
    Britain.

(c) How and when did Rome become a naval power ?   Consider
    her naval efficiency in the Mediterranean under the
    Republic.

    (d) Distinguish carefully *populus* and *plebs*, *imperium* and
        potestas, *comitia* and *contio*, illustrating each distinction by
        any regulations or varieties of procedure connected with it.

    (e) Illustrate from Horace, Martial, and Juvenal, or other
        sources, the daily life of a resident in Rome.

    (f) Give the metrical scheme of any four metres used by
        Horace in the Odes, other than the Sapphic and Alcaeic,
        and quote, if you can, an example of each.

    (g) To what extent was didactic poetry written at Rome?
        Give some account either of the *Georgics* or of Lucretius'
        poem *De Rerum Natura ;* or give a briefer account of both
        and draw a contrast between them.

GREEK.

Lower Grade.

Friday, 23rd June.—2 to 4.30 p.m.

40.   I. Translate :—

The Society Jester.

Φίλιππος δ' ὁ γελωτοποιὸς εἰσελθὼν εἶπεν. Ὅτι μὲν γελωτοποιός εἰμι,
ἴστε πάντες· ἥκω δὲ προθύμως, νομίσας γελοιότερον εἶναι τὸ ἄκλητον ἢ τὸ
κεκλημένον ἐλθεῖν ἐπὶ τὸ δεῖπνον. Κατακλίνου τοίνυν, ἔφη ὁ Καλλίας.
Δειπνούντων δὲ αὐτῶν ὁ Φίλιππος γελοῖόν τι εὐθὺς ἐπεχείρει λέγειν, ὡς δ' οὐκ
ἐκίνησε γέλωτα, τότε μὲν ἀχθεσθεὶς φανερὸς ἐγένετο, αὖθις δ' ὀλίγον ὕστερον
ἄλλο τι γελοῖον ἐβούλετο λέγειν. ὡς δὲ οὐδὲ τότε ἐγέλασαν ἐπ' αὐτῷ, ἐν
τῷ μεταξὺ παυσάμενος τοῦ δείπνου, κατέκειτο. Καὶ ὁ Καλλίας, Τί τοῦτ',
ἔφη, ὦ Φίλιππε ; ἀλλ' ἦ ὀδύνη σε εἴληφε ; Καὶ ὃς ἀναστενάξας εἶπε· Ναὶ
μὰ Δία, ὦ Καλλία, μεγάλη γε· ἐπεὶ γὰρ γέλως ἐξ ἀνθρώπων ἀπόλωλεν, ἔρρει
τὰ ἐμὰ πράγματα, πρόσθεν μὲν γὰρ τούτου ἕνεκα ἐκαλούμην ἐπὶ τὰ δεῖπνα,
ἵνα εὐφραίνοιντο οἱ συνόντες δι' ἐμὲ γελῶντες· νῦν δὲ τίνος ἕνεκα καὶ καλεῖ
μέ τις ;

24.   II. Translate into Greek :—

    (1) He said that he knew we were telling the truth.

    (2) If you said that, no one would believe you.

    (3) I did not think he would be able to tell us.

    (4) Do not give that book to any one.

    (5) I asked him whether his father was alive or not.

    (6) They sent messengers to announce the victory.

    [Give two renderings of (6), if you can.]

VALUE

10.　III.　(a) Give—

> gen. sing. of θάλαττα, θυγάτηρ, ὁδούς, χείρ, κύων, πούς.
> dat. plur. of πατήρ, θρίξ, ἀνήρ, πόλις, νύξ, παῖς.
> gen. plur. fem. of πολύς, τοιόσδε, οὗτος, μείζων, ἑστηκώς, διδούς.

> Parse—
>
> πλείους, ὡσί, πειθοῖ, νεώς, μέγαν.

> Compare—
>
> δεινός, σοφός, ὀλίγος, ταχύς, ῥᾴδιος.

10.　(b) Parse, giving 1st sing. pres. ind. with active meaning:—

> παρακείσθω, παραστῆσαι, εἰδείη, βαδιεῖται, προσῇα, ἀνειπεῖν, ἔνεγκε, τεθναίην, προερῶ, βεβιωκέναι, ἐπιλέλησμαι, ἡμάρτηται.

> Give—
>
> aor. inf. with active meaning of ὑπομένω, καθορῶ, ἐμπίμπ`ημι, ἀναμιμνήσκω.
> 1st sing. perf. ind. act. of πείθω, καταβάλλω, παρέχω, ἀποστέλλω.
> 3rd sing. fut. ind. with active meaning of πίνω, νομίζω, καλῶ, ἀφίημι.

16.　(c) Distinguish in meaning between μετ' ἐμοῦ, μετ' ἐμέ : ὑπὲρ ἡμῶν, ὑπὲρ ἡμᾶς : πρὸς τούτοις, πρὸς ταῦτα.

> Translate, adding a note on the syntax :—
>
> (1) Μέμνησο ὧν σοι ἔλεγον.
> (2) Ὑπὸ τῶν πολιτῶν ἀπέθανεν ὁ τύραννος.
> (3) Οὐκ ἂν εὕροις οὐδαμοῦ οὐδένα ἐμοῦ σοφώτερον.
> (4) Εὖ ἤδη τὸν ἄνθρωπον ψευδῆ ἐροῦντα.
> (5) Ἐὰν μὴ ἐξέλθῃς, ἡμεῖς σ' ἐκβαλοῦμεν.
> (6) Εἰ σὺ παρῆσθα, οὐκ ἂν ἐτόλμα ταῦτα λέγειν.

> Give the Greek for— *Come to me, do so, tell us, go with us, put it down, say nothing.*

GREEK.

HIGHER GRADE.

Friday, 22nd June.—2 to 5 P.M.

(Candidates will not be allowed to pass unless they reach the necessary standard both in Grammar and in Translation.)

20.　I. Translate :—

The value of oratory to statesmen.

Ἀλλ' εὑρήσετε καὶ τῶν ἐν τῷ παρόντι πολιτευομένων καὶ τῶν νεωστὶ τετελευτηκότων τοὺς πλείστην ἐπιμέλειαν τῶν λόγων ποιουμένους βελτίστους ὄντας τῶν ἐπὶ τὸ βῆμα παριόντων, ἔτι δὲ τῶν παλαιῶν τοὺς ἀρίστους ῥήτορας, καὶ μεγίστην δόξαν λαβόντας πλείστων ἀγαθῶν αἰτίους τῇ πόλει γεγενημένους,

ἀρξαμένους ἀπὸ Σόλωνος. ἐκεῖνος γὰρ προστάτης τοῦ δήμου καταστὰς οὕτως
ἐνομοθέτησε καὶ τὴν πόλιν κατεσκεύασεν ὥστ᾽ ἔτι καὶ νῦν ἀγαπᾶσθαι τὴν
διοίκησιν τὴν ὑπ᾽ ἐκείνου συνταχθεῖσαν. μετὰ δὲ ταῦτα Κλεισθένης ἐκπεσὼν
ἐκ τῆς πόλεως ὑπὸ τῶν τυράννων, λόγῳ πείσας τοὺς ᾽Αμφικτύονας δανείσαι
τῶν τοῦ θεοῦ χρημάτων αὐτῷ, τόν τε δῆμον κατήγαγε καὶ τοὺς τυράννους
ἐξέβαλε καὶ τὴν δημοκρατίαν ἐκείνην κατέστησε τὴν αἰτίαν τοῖς Ἕλλησι
τῶν μεγίστων ἀγαθῶν γενομένην. ἐπὶ δὲ τούτῳ Θεμιστοκλῆς ἡγεμὼν ἐν τῷ
πολέμῳ τῷ Περσικῷ γενόμενος, συνεβούλευσε τοῖς προγόνοις ἡμῶν ἐκλιπεῖν
τὴν πόλιν, ὃ τίς ἂν οἷός τ᾽ ἐγένετο πεῖσαι μὴ πολὺ τῷ λόγῳ διενεγκών; τὸ δὲ
τελευταῖον, Περικλῆς, ῥήτωρ ἄριστος ὤν, οὕτως ἐκόσμησε τὴν πόλιν, ὥστ᾽ ἔτι
καὶ νῦν τοὺς εἰσαφικνουμένους εἰς αὐτὴν νομίζειν μὴ μόνον ἄρχειν ἀξίαν εἶναι
τῶν Ἑλλήνων ἀλλὰ καὶ τῶν ἄλλων ἁπάντων. καὶ τούτων τῶν ἀνδρῶν τῶν
τηλικαῦτα διαπραξαμένων οὐδεὶς λόγων ἠμέλησεν.

20.   II. Translate *one* of the following passages :—

    (a)   *Hector accepts the challenge of Achilles.*

Τὸν δ᾽ οὐ ταρβήσας προσέφη κορυθαίολος Ἕκτωρ·
Πηλείδη, μὴ δὴ μ᾽ ἐπίεσσί γε, νηπύτιον ὥς,
ἔλπεο δειδίξεσθαι· ἐπεὶ σάφα οἶδα καὶ αὐτὸς
ἠμὲν κερτομίας ἠδ᾽ αἴσυλα μυθήσασθαι.
οἶδα δ᾽ ὅτι σὺ μὲν ἐσθλός, ἐγὼ δὲ σέθεν πολὺ χείρων.
ἀλλ᾽ ἤτοι μὲν ταῦτα θεῶν ἐν γούνασι κεῖται.
αἴ κέ σε χειρότερός περ ἐὼν ἀπὸ θυμὸν ἕλωμαι,
δουρὶ βαλών, ἐπεὶ καὶ ἐμὸν βέλος ὀξὺ πάροιθεν.
Ἦ ῥα, καὶ ἀμπεπαλὼν προΐει δόρυ, καὶ τό γ᾽ ᾽Αθήνη
πνοιῇ ᾽Αχιλλῆος πάλιν ἔτραπε κυδαλίμοιο,
ἧκα μάλα ψύξασα· τὸ δ᾽ ἂψ ἵκεθ᾽ ῾Εκτορα δῖον,
αὐτοῦ δὲ προπάροιθε ποδῶν πέσεν. αὐτὰρ ᾽Αχιλλεὺς
ἐμμεμαὼς ἐπόρουσε, κατακτάμεναι μενεαίνων,
σμερδαλέα ἰάχων· τὸν δ᾽ ἐξήρπαξεν ᾽Απόλλων
ῥεῖα μάλ᾽, ὡς τε θεός, ἐκάλυψε δ᾽ ἄρ᾽ ἠέρι πολλῇ.

Scan the first four verses, noting any peculiarities of Homeric prosody.

    (b)   *The messenger announces the arrival of Iphigenia and*
          her mother at Aulis.

20
᾽Αγάμεμνον, ἥκω παῖδά σοι τὴν σὴν ἄγων,
ἣν ᾽Ιφιγένειαν ὠνόμαζες ἐν δόμοις·
μήτηρ δ᾽ ὁμαρτεῖ, σῆς Κλυταιμνήστρας δέμας,
καὶ παῖς ᾽Ορέστης, ὥστε τερφθείης ἰδών,
χρόνον παλαιὸν δωμάτων ἔκδημος ὤν.
ἀλλ᾽ ὡς μακρὰν ἔτεινον, εὔρυτον παρὰ
κρήνην ἀναψύχουσι θηλύπουν βάσιν,
αὐταί τε πῶλοί τ᾽· εἰς δὲ λειμῶνων χλόην
καθεῖμεν αὐτάς, ὡς βορᾶς γευσαίατο.
ἐγὼ δὲ πρόδρομος σῆς παρασκευῆς χάριν
ἥκω· πέπυσται γὰρ στρατός—ταχεῖα γὰρ
διῇξε φήμη—παῖδα σὴν ἀφιγμένην.
πᾶς δ᾽ εἰς θέαν ὅμιλος ἔρχεται δρόμῳ,
σὴν παῖδ᾽ ὅπως ἴδωσιν· οἱ δ᾽ εὐδαίμονες
ἐν πᾶσι κλεινοὶ καὶ περίβλεπτοι βροτοῖς.

Scan the first four verses, marking the cæsura in each.

III. For Greek Prose :—

25.   Though well aware of the great danger we were in, we resolved to
continue our march at daybreak. It was quite impossible for us to
stay where we were ; for all through the night we had heard the wild
beasts close at hand in the forest. On the other hand, we thought it
would no longer be safe for us to return to the village we had left the
day before. The chief had, indeed, been friendly ; but at that time he
was still ignorant of our intentions. We decided, therefore, to make for
the river which we had seen from the top of the hill. If we could cross
it, we might be able to reach the coast before the natives started in our
pursuit. Otherwise, we had no hope of escape.

IV. (1) Give aor. inf. act. of ἐμμένω, προσαγορεύω, διαφέρω, κατα-
γιγνώσκω.

5.   1st sing. perf. ind. act. of ἀπέρχομαι, ἀναιρῶ, ἀνίημι, ὄμνυμι.
3rd sing. fut. ind. with active meaning of σκοπῶ, καθορῶ, νομίζω,
ἀποκτείνω.

Parse, giving 1st sing. pres. ind. act., καθεστάναι, ὑποσχόμενος, ἐξελᾷ,
σύγγνωθι, συνερρυηκέναι.

10.   (2) Translate, adding a note on the syntax :—

(a) εὖ ἤδη ἀποθανούμενος ὑπὸ τῶν πολεμίων εἰ ληφθείην.

(b) εἰ γὰρ τοῦτό μοι προεῖπες, ἵνα μὴ ἀπῆλθον.

(c) περιεμένομεν ἑκάστοτε ἕως ἀνοιχθείη ἡ θύρα.

(d) εἰ με κακῶς ἐρεῖς, ὦ ἄνθρωπε, δίκην δώσεις.

(e) οὐδεὶς ἀντεῖπε μὴ οὐ ταῦθ' οὕτως ἔχειν.

(3) Translate into Greek :—

15.   (a) Do not tell anyone where I have gone.

(b) If I had thought that he was absent, I should not have
come.

(c) Ask the boy whether he is older than his brother.

(d) If you see my father, tell him that I am ill.

(e) As soon as the enemy saw us they ran away.

(4) (a) What is the difference of meaning between ὥστε ἐλθεῖν and
ὥστε ἦλθον?

5.   (b) When can you use the subjunctive in an imperative sense
like the Latin dicamus, dicant?

GREEK.

HONOURS.—FIRST PAPER.

Friday, 22nd June.—2 to 5 P.M.

I. Translate :—

(1)   *The shade of Patroclus addresses Achilles.*

20.   ἦλθε δ' ἐπὶ ψυχὴ Πατροκλῆος δειλοῖο,
πάντ' αὐτῷ, μέγεθός τε καὶ ὄμματα κάλ', εἰκυῖα,

καὶ φωνήν, καὶ τοῖα περὶ χροὶ εἵματα ἔστο·
στῆ δ' ἄρ' ὑπὲρ κεφαλῆς, καί μιν πρὸς μῦθον ἔειπεν·
Εὕδεις, αὐτὰρ ἐμεῖο λελασμένος ἔπλευ, Ἀχιλλεῦ·
οὔ μέν μευ ζώοντος ἀκήδεις, ἀλλὰ θανόντος·
θάπτε με ὅττι τάχιστα. πύλας Ἀίδαο περήσω.
τῆλέ με εἴργουσι ψυχαί, εἴδωλα καμόντων,
οὐδέ μέ πω μίσγεσθαι ὑπὲρ ποταμοῖο ἐῶσιν·
ἀλλ' αὕτως ἀλάλημαι ἀν' εὐρυπυλὲς Ἄϊδος δῶ.
καί μοι δὸς τὴν χεῖρ', ὀλοφύρομαι οὐ γὰρ ἔτ' αὖτις
νίσομαι ἐξ Ἀίδαο, ἐπήν με πυρὸς λελάχητε.
οὐ μὲν γὰρ ζωοί γε φίλων ἀπάνευθεν ἑταίρων
βουλὰς ἑζόμενοι βουλεύσομεν· ἀλλ' ἐμὲ μὲν κὴρ
ἀμφέχανε στυγερή, ἥπερ λάχε γεινόμενόν περ·
καὶ δὲ σοὶ αὐτῷ μοῖρα, θεοῖς ἐπιείκελ' Ἀχιλλεῦ,
τείχει ὕπο Τρώων εὐηγενέων ἀπολέσθαι.

(2) *Theseus seeks to arouse Herakles from his despair.*

ΘΗ. εἶεν· σὲ τὸν θάσσοντα δυστήνους ἕδρας
αὐδῶ φίλοισιν ὄμμα δεικνύναι τὸ σόν.
οὐδεὶς σκότος γὰρ ὧδ' ἔχει μέλαν νέφος,
ὅστις κακῶν σῶν συμφορὰν κρύψειεν ἄν.
τί μοι προσείων χεῖρα σημαίνεις φόβον;
ὡς μὴ μύσος με σῶν βάλῃ προσφθεγμάτων;
οὐδὲν μέλει μοι σύν γε σοὶ πράσσειν κακῶς·
καὶ γάρ ποτ' ηὐτύχησ'· ἐκεῖσ' ἀνοιστέον,
ὅτ' ἐξέσωσάς μ' ἐς φάος νεκρῶν πάρα.
χάριν δὲ γηράσκουσαν ἐχθαίρω φίλων,
καὶ τῶν καλῶν μὲν ὅστις ἀπολαύειν θέλει,
συμπλεῖν δὲ τοῖς φίλοισι δυστυχοῦσιν οὔ.
ἀνίστασ', ἐκκάλυψον ἄθλιον κάρα,
βλέψον πρὸς ἡμᾶς. ὅστις εὐγενὴς βροτῶν,
φέρει τὰ θεῶν γε πτώματ', οὐδ' ἀναίνεται.
ΗΡ. Θησεῦ, δέδορκας τόνδ' ἀγῶν' ἐμῶν τέκνων;
ΘΗ. ἤκουσα, καὶ βλέποντι σημαίνεις κακά.
ΗΡ. τί δῆτά μου κρᾶτ' ἀνεκάλυψας ἡλίῳ;
ΘΗ. τί δ' οὔ; μιαίνεις θνητὸς ὢν τὰ τῶν θεῶν;
ΗΡ. φεῦγ', ὦ ταλαίπωρ', ἀνόσιον μίασμ' ἐμόν.
ΘΗ. οὐδεὶς ἀλάστωρ τοῖς φίλοις ἐκ τῶν φίλων.

20.

60.

II. For Greek Prose:

In the morning before the battle, as always upon action, he was
very cheerful, and put himself into the first rank of the Lord Byron's
regiment, then advancing upon the enemy, who had lined the hedges
upon both sides with musketeers; from whence he was shot with a
musket in the lower part of his belly, and in the instant falling from
his horse, his body was not found till the next morning; till when
there was some hope he might have been a prisoner, though his nearest
friends, who knew his temper, received small comfort from that
imagination. Thus fell that incomparable young man in the four-and-
thirtieth year of his age, having so much despatched the true business
of life that the eldest rarely attain to that immense knowledge, and the
youngest enter not into the world with more innocency. Whosoever
leads such a life, needs be the less anxious upon how short warning it
is taken from him.

CLARENDON.

GREEK.

HONOURS—SECOND PAPER.

Thursday, 28th June.—2 to 5 P.M.

25. I. Translate :—

(1) Τῶν γὰρ Ἀθηναίων ἐγκειμένων τῇ Πελοποννήσῳ καὶ οὐχ ἥκιστα τῇ ἐκείνων γῇ, ἤλπιζον ἀποστρέψαι αὐτοὺς μάλιστα, εἰ ἀντιπαραλυποῖεν πέμψαντες ἐπὶ τοὺς ξυμμάχους αὐτῶν στρατιάν, ἄλλως τε καὶ ἑτοίμων ὄντων τρέφειν τε καὶ ἐπὶ ἀποστάσει σφᾶς ἐπικαλουμένων. καὶ ἅμα τῶν Εἱλώτων βουλομένοις ἦν ἐπὶ προφάσει ἐκπέμψαι, μή τι πρὸς τὰ παρόντα τῆς Πύλου ἐχομένης νεωτερίσωσιν, ἐπεὶ καὶ τόδε ἔπραξαν, φοβούμενοι αὐτῶν τὴν νεότητα καὶ τὸ πλῆθος (ἀεὶ γὰρ τὰ πολλὰ Λακεδαιμονίοις πρὸς τοὺς Εἵλωτας τῆς φυλακῆς πέρι μάλιστα καθεστήκει)· προεῖπον αὐτῶν ὅσοι ἀξιοῦσιν ἐν τοῖς πολεμίοις γεγενῆσθαι σφίσιν ἄριστοι, κρίνεσθαι, ὡς ἐλευθερώσοντες, πεῖραν ποιούμενοι, καὶ ἡγούμενοι τούτους σφίσιν ὑπὸ φρονήματος, οἵπερ καὶ ἠξίωσαν πρῶτος ἕκαστος ἐλευθεροῦσθαι, μάλιστα ἂν καὶ ἐπιθέσθαι. καὶ προκρίναντες ἐς δισχιλίους, οἱ μὲν ἐστεφανώσαντό τε καὶ τὰ ἱερὰ περιῆλθον ὡς ἠλευθερωμένοι, οἱ δὲ οὐ πολλῷ ὕστερον ἠφάνισάν τε αὐτούς, καὶ οὐδεὶς ᾔσθετο ὅτῳ τρόπῳ ἕκαστος διεφθάρη. καὶ τότε προθύμως τῷ Βρασίδᾳ αὐτῶν ξυνέπεμψαν ἑπτακοσίους ὁπλίτας, τοὺς δ᾽ ἄλλους ἐκ τῆς Πελοποννήσου μισθῷ πείσας ἐξήγαγεν.

25. (2) Ὦ παῖδες, ὅτι μὲν ἐστὲ πατέρων ἀγαθῶν, αὐτὸ μηνύει τὸ νῦν παρὸν· ἡμῖν δὲ ἐξὸν ζῆν μὴ καλῶς, καλῶς αἱρούμεθα μᾶλλον τελευτᾶν, πρὶν ὑμᾶς τε καὶ τοὺς ἔπειτα εἰς ὀνείδη καταστῆσαι, καὶ πρὶν τοὺς ἡμετέρους πατέρας καὶ πᾶν τὸ πρόσθεν γένος αἰσχῦναι, ἡγούμενοι τῷ τοὺς αὐτοῦ αἰσχύναντι ἀβίωτον εἶναι, καὶ τῷ τοιούτῳ οὔτε τινὰ ἀνθρώπων οὔτε θεῶν φίλον εἶναι οὔτ᾽ ἐπὶ γῆς οὔθ᾽ ὑπὸ γῆς τελευτήσαντι. χρὴ οὖν μεμνημένους τῶν ἡμετέρων λόγων, ἐάν τι καὶ ἄλλο ἀσκῆτε, ἀσκεῖν μετ᾽ ἀρετῆς, εἰδότας ὅτι τούτου λειπόμενα πάντα καὶ κτήματα καὶ ἐπιτηδεύματα αἰσχρὰ καὶ κακά. οὔτε γὰρ πλοῦτος κάλλος φέρει τῷ κεκτημένῳ μετ᾽ ἀνανδρίας — ἄλλῳ γὰρ ὁ τοιοῦτος πλουτεῖ, καὶ οὐχ ἑαυτῷ — οὔτε σώματος κάλλος καὶ ἰσχὺς δειλῷ καὶ κακῷ συνοικοῦντα πρέποντα φαίνεται, ἀλλ᾽ ἀπρεπῆ, καὶ ἐπιφανέστερον ποιεῖ τὸν ἔχοντα καὶ ἐκφαίνει τὴν δειλίαν· πᾶσά τε ἐπιστήμη χωριζομένη δικαιοσύνης καὶ τῆς ἄλλης ἀρετῆς πανουργία, οὐ σοφία φαίνεται. ὧν ἕνεκα καὶ πρῶτον καὶ ὕστατον καὶ διὰ παντὸς πᾶσαν πάντως προθυμίαν πειρᾶσθε ἔχειν, ὅπως μάλιστα μὲν ὑπερβαλεῖσθε καὶ ἡμᾶς καὶ τοὺς πρόσθεν εὐκλείᾳ· εἰ δὲ μή, ἴστε ὡς ἡμῖν, ἂν μὲν νικῶμεν ὑμᾶς ἀρετῇ, ἡ νίκη αἰσχύνην φέρει, ἡ δὲ ἧττα, ἐὰν ἡττώμεθα, εὐδαιμονίαν. μάλιστα δ᾽ ἂν νικῷμεθα καὶ ὑμεῖς νικῷητε, εἰ παρασκευάσαισθε τῇ τῶν προγόνων δόξῃ μὴ καταχρησόμενοι μηδ᾽ ἀναλώσοντες αὐτήν, γνόντες ὅτι ἀνδρὶ οἰομένῳ τι εἶναι οὐκ ἔστιν αἴσχιον οὐδὲ ἢ παρέχειν ἑαυτὸν τιμώμενον μὴ δι᾽ ἑαυτόν, ἀλλὰ διὰ δόξαν προγόνων.

30. II. Translate, with notes on the syntax :—

(1) Ἔρδοι τις ἣν ἕκαστος εἰδείη τέχνην.

(2) Ἔσθ᾽ οὖν ὅπως Ἄλκηστις ἐς γῆρας μόλοι ;

(3) Γέροντα δ᾽ ὀρθοῦν φλαῦρον ὃς νέος πέσῃ.

(4) Οἱ ὄνοι, ἐπεί τις διώκοι, προδραμόντες ἂν εἱστήκεσαν.

(5) Θανουμένη γὰρ ἐξῄδη.

(6) Τί ἐμποδὼν μὴ οὐχὶ ἀποθανεῖν ;

Give the meaning of the following words in Tragedy with their equivalents in Attic prose :—

μόχθος, στύγος, ἀπαυδᾶν, προσφωνεῖν, κατάκτας, ἀστός, σύγγνοια, κάρτα, δόμοι, εἰσδέρκομαι.

Distinguish in meaning the following pairs of phrases :—

αἰσχύνομαι λέγειν, αἰσχύνομαι λέγων : εἰπὼν ὅτι μένοι, εἰπὼν μένειν : ἄρχω τῶν λόγων, ἄρχομαι τῶν λόγων.

Distinguish according to their accent :—

εἶπε, εἰπέ : συλλόγων, συλλογῶν : μένειν, μενεῖν.

Give the derivation of the following English words, noting any difference between the Greek originals and the derivatives :—

litany, liturgy, anodyne, heresy, policy, patriot.

20.   III. Answer any *two* of the following questions :—

     (1) In what sense may the Epic dialect be called artificial ?

     (2) What are the chief differences between Ancient and Modern Tragedy ?

     (3) State what you know of any of the following :—
        Archilochus, Ibycus, Bacchylides, Isocrates, Apollonius Rhodius.

     (4) Illustrate the importance of sea-power from Greek history.

     (5) Write notes upon the following :—
        νόμος, ψήφισμα, φρατρία, μέτοικος, γραφὴ ξενίας.

FRENCH.

LOWER GRADE.

Friday, 22nd June.—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered. The greatest possible attention should be paid to correctness of style both in French and in English.

1. Translate into French :—

30.   After dinner, Mrs. Merton filled a glass of wine, and bade Harry drink it up; but he thanked her, and said he was not thirsty. "But, my dear," said she, "this is very sweet and pleasant." "Ay, but, madam, Mr. Barlow says that we should eat only when we are hungry, and drink only when we are thirsty."

"This little man is a great philosopher," said Mr. Merton, "and we should be much obliged to Mr. Barlow if he would take our Tommy under his care,* for he grows a great boy, and it is time that he should

    * *Take Tommy under his care :* s'occuper de, *or* se charger de Tommy.

know something. What say you, Tommy, should you like to be a philosopher ? "

"Indeed, papa, I don't know what a philosopher is ; but I should like to be a king, because he's finer and richer than anybody else, and has nothing to do, and everyone waits upon him,* and is afraid of him."

"Well said, my dear," replied Mrs. Merton ; "and a king you deserve to be."

2. Translate into idiomatic English :—

20.

(a) *À Mademoiselle Laure de Balzac.*

Paris, 12 avril 1819.

Tu veux, ma chère sœur, des détails sur mon installation et ma manière de vivre, en voici !

J'ai répondu à maman elle-même sur les achats ; mais . . . j'ai pris un domestique !

—Un domestique ! Y penses-tu, mon frère ?

Oui, un domestique. Il a un nom aussi drôle que celui du docteur Nacquart : le sien s'appelle *Tranquille ;* le mien s'appelle *Moi-même.* Moi-même est paresseux, maladroit, imprévoyant. Son maître a faim, a soif : il n'a quelquefois ni pain ni eau à lui offrir ; il ne sait pas même le garantir contre le vent, qui souffle à travers la porte et la fenêtre comme Tulon dans sa flûte, mais moins agréablement.

Dès que je suis éveillé, je sonne Moi-même, et il fait mon lit. Il se met à balayer et n'est guère adroit dans cet exercice.

—Moi-même !
—Plaît-il, monsieur ?
—Regardez cette poussière sur les vitres qui m'aveugle !
—Mais, monsieur, je ne vois pas . . . .
—Allons, taisons-nous !
Et il se tait.

Il bat mes habits, balaye en chantant, chante en balayant, rit en causant, cause en riant. C'est un bon garçon. Il a mis mon linge en ordre dans l'armoire et il a peint en blanc la chambre.

10.

(b)　Écolier, qui pars pour l'école,
Garde-toi de traîner le pas ;
En chemin ne t'amuse pas.
Mais songe à l'heure qui s'envole.

Pour ton modèle et ton symbole,
Si tu m'en crois, tu choisiras,
Non pas le papillon frivole,
Trop ami des joyeux ébats,†

Mais l'abeille toujours pressée
Qui butine‡ dans la rosée
Toutes les fleurs riches en miel.

---

* *Waits upon him :* le sert.

† *ébats :* sports.

‡ *butiner :* to despoil.

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

10.   4. Translate into French :—

      (1) I hope it will not rain to-morrow. I want to do something very important, and, if it rained, I could not do it.

      (2) Why didn't you learn your lesson last night ? I did learn it, sir, but I can't remember it.

10.   5. Répondez, en français, en quelques lignes, aux questions suivantes:

      (1) Qu'est-ce qu'un jardin ?

      (2) Pourquoi aimez-vous l'école ?

      (3) Que faites-vous le samedi ?

FRENCH.

LOWER GRADE.

Friday, 22nd June.—10.45 A.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 10.45 A.M. The substance of this story is to be reproduced by the Candidates in French from memory. No notes may be made while it is being read.

Before commencing to read it, the Supervising Officer must write upon the blackboard the title of the story in French as follows : "Les souris et le chat : qui attachera le grelot ? " *He should also write :* to outwit = jouer, *or* duper : to make off = se sauver : to clap hands (or paws) = applaudir. *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. Importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology.*

Long ago, in a town far far away the mice held a meeting to find out some means of outwitting their common enemy, the cat.

They all knew that, but for cats, mice would be happy all day long and all night too : they would have all the cheese and all the bread and all the nice things mice are so fond of, without any fear of being caught, killed and eaten by the monster they all hated.

At the meeting one mouse said this and another said that, and I fear they all wanted to speak at once, till a very little mouse with a very long tail and a very big voice got up on his hind legs and spoke thus, " Ladies and gentlemen, the thing is done. You all know why we are afraid of the cat : we never know when he is near, he walks so quietly and never makes a sound. If we could have some signal of

his approach all would be well. I venture to think, ladies and gentlemen, that we should buy a nice little bell, and hang it round the cat's neck. In this way we shall know when he is about and we shall be able to make off before it is too late. "

They all clapped their paws and said there never had been such a clever and eloquent mouse.

But their joy did not last long for an old mouse got up and said " My young friends, that is all very well, but who is to bell the cat ?"

FRENCH.

HIGHER GRADE.

Friday, 22nd June.—10 A.M. to 1 P.M.

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

30.

I. Traduire très soigneusement en français :—

MY DEAR CATHERINE,

I have charming news for you, and if I had not sent off my letter this morning, I might have spared you the vexation of knowing of Reginald's being gone to London, for he is returned. Reginald is returned, not to ask our consent to his marrying Lady Susan, but to tell us they are parted for ever. He has been only an hour in the house, and I have not been able to learn particulars, for he is so very low that I have not the heart to ask questions. This is the most joyful hour he has ever given us since the day of his birth. Nothing is wanting but to have you here to share our joy, and we are very anxious that you should come as soon as you can. You have owed us a visit many long weeks ; I hope nothing will make it inconvenient to Mr. Vernon ; and of course do not fail to bring my grandchildren and your dear niece too,—I long to see her.

Your affectionate mother,

C. DE COURCY.

20.

II. Traduire en bon anglais :

(a)   L'HIVER EN SUÈDE.

Ce qui m'avait vraiment ému pendant ce voyage, ce que je voudrais pouvoir dépeindre, c'est l'aspect de l'hiver dans ces contrées septentrionales, c'est l'aspect de la Suède, que j'avais vue, au mois de juin, riante et couverte de fleurs, comme une fiancée en habits de noces, et que je retrouvais, au mois de janvier, comme une veuve avec ses vêtements de deuil.

Le long des côtes, le sol est sec et durci, l'hiver est tempéré par le voisinage de la mer ; mais quand on arrive dans l'intérieur du pays, on n'aperçoit plus que les lacs couverts de glace, les grandes plaines

chargées de neige ; de distance en distance, quelques tiges solitaires d'arbres, qui penchent vers le sol leurs branches, et les forêts de sapin qui entourent de leur ceinture noire les campagnes toutes blanches. L'air est d'une pureté sans égale, mais le ciel est sombre ; le soleil laisse à peine entrevoir, vers midi, quelques rayons fugitifs.

15.   (b)   *Valère.*

Calmons le désespoir où la fureur me livre.
Approche ce fauteuil . . . Va me chercher un livre.

Hector.

Quel livre voulez-vous lire en votre chagrin ?

Valère.

Celui qui te viendra le premier sous la main ;
Il m'importe peu ; prends dans ma bibliothèque.

Hector sort, et revient tenant un livre.

Voilà Sénèque.

Valère,

Lis.

Hector.

Que je lise Sénèque ?

Valère.

Oui ; ne sais tu pas lire ?

Hector.

Hé ! vous n'y pensez pas :
Je n'ai lu de mes jours que dans les almanachs

Valère.

Ouvre et lis au hasard.

Hector.

Je vais le mettre en pièces.

Valère.

Lis donc.

Hector lit.

Chapitre six.   Du mépris des richesses.
" La fortune offre aux yeux des brillants mensongers.
Tous les biens d'ici-bas sont faux et passagers ;
Leur possession trouble, et leur perte est légère :
Le sage gagne assez, quand il peut s'en défaire."
Lorsque Sénèque fit ce chapitre éloquent,
Il avait, comme vous, perdu tout son argent.

15.   III. Traduire, très correctement, en français :

(1) I could not get to sleep last night for the wind.

(2) I could not help laughing at him, he looked so funny in his costume.

(3) I hastened to tell him the good news of his appointment.

(4) I wish you would write that letter without delay.

(5) I have heard you say that you liked this picture, and I shall have it photographed for you.

VALUE.

IV. Narration française.

20.

Traiter, en une ou deux pages, l'*un* des sujets suivants :

(*a*) Décrire en français une soirée passée en famille. Faire d'abord la description de la salle où sont réunis le père, la mère et les enfants, indiquer ensuite ce que fait chacun d'eux, et dire enfin quelle impression fait sur vous ce spectacle.

ou (*b*) Le chien du pauvre. Un pauvre, sans famille, n'a d'autre ami que son chien. Attachement du chien pour son maître. Il le suit partout, partage sa misère, le défend et le caresse. Un riche offre de l'or au pauvre en échange de son chien. Réponse du pauvre.

FRENCH.

HONOURS—FIRST PAPER.

Friday, 22nd June.—10 A.M. to 1 P.M.

[*The utmost possible attention should be paid to correctness of style.*]

35.

I. Traduire très soigneusement en français :

It is extraordinary how many of Molière's plays were imitated or adapted on the English stage during his life-time or very shortly after the close of it. The English playwrights, however, had no real appreciation of Molière, though they stole from him so freely. The poetess Mrs. Aphra Behn, being accused in 1678 of borrowing scenes from the "Malad Imagenere" (as she called it), admitted frankly that she had done so, but "infinitely to Molcer's advantage."

The poetry of France in the third quarter of the seventeenth century is pre-eminently characteristic of a grave and polished system of society. The age of Racine was, and could not but be, an age of extreme refinement. It was useless for the crude contemporary dramatists of London to take the substance of the Parisian masterpieces, since their spirit absolutely evaded them. English society under Charles II. had elements of force and intellectual curiosity, but it lacked exactly what Paris possessed—the ornament of polished, simple, and pure taste. In the jargon of the time Racine and Molière were "correct," while even English poets of genius, such as Dryden and Otway, hardly knew that "correctness" existed. Hence Boileau, in whom "correctness" took the form of a doctrinal system, made no impression at all upon the English poetry of his own time.

II. Composition française :—

40.

Traiter l'*un* des sujets suivants :

(*a*) Expliquer et développer ces paroles de Renan :—" La patrie est un composé de corps et d'âme. L'âme, ce sont les souvenirs, les usages, les légendes, les malheurs, les espérances, les regrets communs ; le corps, c'est le sol, la race, la langue, les montagnes, les fleuves, les productions caractéristiques."

(*b*) On a dit que la comédie est un miroir grossissant. Dites ce que vous pensez de cette définition et donnez des exemples à l'appui de votre jugement, tirés du théâtre français, et surtout du théâtre de Molière.

(*c*) Ecrire une lettre à votre père pour lui annoncer que vous venez de choisir une vocation et lui expliquer les raisons de votre choix.

FRENCH.

Honours—Second Paper.

Thursday, 28th June.—10 A.M. to 1 P.M.

1 Traduire en anglais :—

30.   (*a*)   *Shelley*

On connaît l'étrange créature à figure de fille, désordonnée, idéaliste, toujours envolée à mille lieues de l'heure présente, dédaigneuse et ignorante du réel, imaginative jusqu'à l'hallucination. On connaît son long corps frêle et sa petite tête ronde, sa face lisse, imberbe, au teint de neige, angélique, ses larges yeux presque toujours perdus dans une contemplation si sérieuse, attentive, épuisante,—ses lèvres entr'ouvertes par la rêverie, toute cette physionomie de candeur et de suavité qui rappelle les vierges immobiles de Burne Jones, lumineuse et pâle dans les ondes légères d'une chevelure de soie. On sait sa beauté et ses allures surnaturelles, ses brusques accès d'exaltation, sa voix discordante alors, suraiguë, le débit fiévreux de sa parole, ses yeux, si vagues d'ordinaire, devenus soudain étincelants et fixes. Les biographes anglais nous ont montré par le détail ces gestes sinueux, cette démarche sans bruit, glissante, qui le faisait appeler par ses amis le *Serpent*, ces façons mystérieuses d'apparaître dans une chambre et de disparaître sans qu'on l'ait vu entrer ni sortir, et ces contrastes bizarres : ces faux pas en marchant sur le tapis d'un salon et cette agilité à se faufiler dans la rue à travers la foule, sans heurter personne, les yeux sur un livre, serrant sous son bras un pain dont il arrachait fiévreusement de petits morceaux, sa seule nourriture pendant plusieurs années.

20.   (*b*)   *La mort d'un chêne.*

Quand l'homme te frappa de sa lâche cognée,
O roi qu'hier le mont portait avec orgueil,
Mon âme, au premier coup, retentit indignée,
Et dans la forêt sainte il se fit un grand deuil.

Un murmure éclata sous ses ombres paisibles ;
J'entendis des sanglots et des bruits menaçants ;
Je vis errer des bois les hôtes invisibles,
Pour te défendre, hélas ! contre l'homme impuissants.

Tout un peuple effrayé partit de ton feuillage,
Et mille oiseaux chanteurs, troublés dans leurs amours,
Planèrent sur ton front comme un pâle nuage,
Perçant de cris aigus tes gémissements sourds.

Le flot triste hésita dans l'urne des fontaines ;
Le haut du mont trembla sous les pin chancelants,
Et l'aquilon roula dans les gorges lointaines
L'écho des grands soupirs arrachés à tes flancs.

20.   2. (*a*) Expliquez en français, le sens des expressions soulignées dans le passage suivant, et faites à leur sujet les remarques grammaticales que vous jugerez à propos.

5.   (*b*) Signalez les rimes riches et scandez les vers 1, 2, 9, 12, 23.

Flaminius.

Sur le point de partir, Rome, Seigneur, *me mande*
Que je vous fasse encor pour elle une demande.
Elle a *nourri* vingt ansun prince votre fils ;
Et vous pouvez *juger les soins* qu'elle en a pris
5. Par les hautes vertus et *les illustres marques*
Qui font briller en lui le sang de vos monarques.
Surtout il est instruit en l'art de bien régner :
C'est à vous de le croire, et *de le témoigner.*
Si vous faites état de cette nourriture,
10. *Donnez ordre* qu'il règne : *elle vous en conjure ;*
Et vous offenseriez l'estime qu'elle en fait
Si vous le laissiez vivre et *mourir en sujet.*
Faites donc aujourd'hui *que je lui puisse dire*
Où vous lui destinez *un souverain empire.*

Prusias.

15. Les soins qu'ont pris de lui le peuple et le sénat
Ne trouveront en moi jamais un père ingrat :
Je crois que pour régner *il en a les mérites*,
Et n'en veux point douter après ce que vous dites ;
Mais vous voyez, Seigneur, le Prince son aîné,
20. *Dont le bras généreux trois fois m'a couronné ;*
Il ne fait que sortir encor d'une victoire,
Et pour tant de hauts faits je lui dois quelque gloire :
Souffrez qu'il ait l'honneur de répondre pour moi.

Nicomède.

Seigneur, c'est à vous seul de faire Attale roi.

Prusias.

25. C'est votre intérêt seul *que sa demande touche.*

COMMERCIAL FRENCH.

Wednesday, 27th June.—2 to 3.30 P.M.

The whole of this Paper should be answered.

25   1. Translate into English :—

Paris, le 12 Octobre 1904.

Messieurs Bordet Frères,
Besançon.

Nous avons l'honneur de vous prévenir que, suivant la commande que vous avez bien voulu nous donner le 15 Septembre dernier, nous venons de vous adresser, par l'entremise de M. Henri Laffitte de cette ville :—

L.A. 338.   1 caisse de quincaillerie poids brut, 84 kilos.
  „ 337.   1   „   d'ustensiles de ménage, poids brut, 66 kilos.

Nous vous remettons, sous ce pli, facture de cet envoi, au montant de Frs. 936,50.

Veuillez nous en créditer, valeur en notre traite, au 30 Novembre prochain.

Si un autre mode de paiement vous convenait mieux, veuillez nous le faire savoir dans la huitaine. Nous nous empresserons de nous conformer à vos désirs.

Veuillez agréer, Messieurs, nos civilités empressées.

Manufacture d'ustensiles de ménage,

Le Directeur-Gérant,

A. RICHARD.

35.   2. Write in French a letter to a firm in Havre saying that you are engaged in the coal-trade in Glasgow, and are desirous of doing an export business in coals with the French ports. Ask them to inform you what are the prospects for Scotch coal in France, whether they would undertake to act as your agents and, if so, upon what conditions.

16.   3. Mention briefly in French the principal industries carried on in the following places :—*Lyons, Bordeaux, Roubaix, Brussels.*

Either—

24.   4. Translate the following market report :—

Huile de Lin.—Soutenue et en reprise de 25 centimes.   On cote courant 45 à 45 25, avril 45 25 à 45 75, mai 47, 4.

Spiritueux.—Marché soutenu avec peu d'affaires ; hausse de 25 centimes pour les mois rapprochés.   Après Bourse, on cote disponible 38 75 à 39 25, courant 39 25 acheteurs, avril 39 25 acheteurs.

Sucres.—Tendance ferme, mais plus calme en clôture ; hausse de 12 centimes.   Bon courant d'affaires ; la fermeté est due à de nouveaux et importants achats ou rachats sur le courant. Après Bourse on cote courant 25 vendeurs, avril 25 12 acheteurs. Le stock a diminué de 10,746 sacs contre 6,299 en 1905.

Pétrole.—Courant régulier d'affaires aux prix antérieurs ; pour marchandise disp. et sur liv. mai, on a payé frs. 22 à 24, suivant qualité. Le marché clôture en tendance plus ferme et on cote en entrepôt, disp., frs. 23 ; sur liv. mai, frs. 24.

Or (instead of Question 4)—

5. (*a*) Translate into English the following sentences :—

(1) On va former une société pour l'exploitation des mines de cuivre de ce pays.

(2) Notre marque de fabrique est déposée en France aussi bien qu'en Angleterre:

(3) On nous prie de remettre la somme en papier court sur l'Allemagne.

(4) Il faut ajouter 2% pour le ducroire.

(*b*) Translate into French :—

(1) The wool shipments are now over for the season.

(2) You must send in a statement of your claim to the underwriters.

(3) The steamer has just cleared outwards.

(4) The receipts must be made out in duplicate.

GERMAN.

LOWER GRADE.

Monday, 25th June.—2 to 4.30 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, 2 (b.).

18.

1. Translate into English :—

(a.) Frau Marthas Haus in Schattendorf hatte ein hohes, graues Dach und sah etwas finster aus; denn dahinter standen dichte Tannen, die einen tiefen Schatten in die Stuben warfen. Ueber die Bäume hinweg sah man auch Berge, bedeckt mit Wald und Felsen, die das ganze Dorf beschatteten. Nur am Mittag blickte die Sonne kurze Zeit über das Gebirge her, um den Schattendörflern freundlich „Guten Tag!" zu wünschen, aber dann mußte sie ihnen auch gleich wieder Lebewohl sagen. Und dennoch war es schön in diesem schattigen Tal. Das Dörfchen lag zu beiden Seiten eines klaren Baches, und jedes Haus hatte seine fette, grüne Wiese und einen Garten, in dem allerlei Gemüse und Blumen und Obstbäume wuchsen. Kein Wunder also, daß es ganz arme Leute im Orte kaum gab. Die Mädchen hatten blaue Augen und trugen blonde Zöpfe, und die Knaben zeigten beim Lachen ihre weißen Zähne. Das Schulhaus war nur klein, aber es hatte einen guten alten Lehrer, der nie die Rute (cane) in die Hand zu nehmen brauchte. War ein Kind einmal nicht fleißig oder aufmerksam gewesen, so tupfte er ihm mit der Kreide (chalk) auf die rote Wange und sagte: „Sei brav und wisch' das nicht ab, bis es Vater und Mutter gesehen haben!" Aber auf dem Heimweg rieben Knaben und Mädchen einander den weißen Fleck ab. Nicht wahr, du und ich hätten es auch getan, denn wer läßt sich gern sein Gesicht beschmutzen? Und in Schattendorf war man von klein auf an Reinlichkeit gewöhnt.

(b.)

In tiefem Schmerze ritt dahin
Der stolze Held Harald;
Er ritt allein im Mondenschein
Wohl durch den weiten Wald.

Vom Felsen rauscht es frisch und klar,
Er springt vom Rosse schnell,
Er nimmt vom Haupte sich den Helm
Und trinkt vom kühlen Quell.

Doch wie er kaum den Durst gestillt,
Erlahmt ihm Arm und Bein;
Er muß sich setzen auf den Fels;
Er nickt und schlummert ein.

Er schlummert auf demselben Stein
Schon manche hundert Jahr',
Das Haupt gesenket auf die Brust,
Mit grauem Bart und Haar.

Wann Blitze zucken, Donner rollt,
Wann Sturm erbraust im Wald,
Dann greift er träumend nach dem Schwert,
Der alte Held Harald.

12.

15.

(a.) Write out, from memory, a German version of the passage read out.

30.

(b.) Translate into German (using the familiar forms of the second personal pronoun, "thou," "thee," "thine") :—

My dear William, why do you not write? You have already received two long letters from me, and we have not had a word from you since you left us. It is really too bad of you. My sister Mary says, you must be ill; but I don't believe it, for I know you hate writing letters, and that is the only reason why we do not hear from you. If you were not well, your grandmother would have sent us word (Nachricht). Read my letters again, and you will find that I wish to hear your opinion on (über) several things. I shall have an answer before the end of the week, or you have no heart in your breast. I have nothing more to say, except that we have bought a large, new dog—you never saw a finer animal—and that the old gardener John is dead. The poor man died quite suddenly,—no wonder, for he was over ninety. Your loving friend Frederick White.

10.

3. Give the German for :— for what? on what? for whose sake? on account of this; in spite of it; what o'clock is it? it is half past five; the day before yesterday; the day after to-morrow; this day week.

4. Translate into German :—

15.

(a.) Charles was playing in (say, on) the street with other children when a stone fell on his foot.

(b.) During my whole life I shall not forget how kind you have been to me.

(c.) The table is already full of books; put yours on the chair, or keep (behalten) it in your hand.

(d.) If you don't come soon, you will find no one in the house except the maid-servant.

(e.) Spring begins on the twenty-first March, but it often is colder at that (say, at the) time than at Christmas.

GERMAN.

LOWER GRADE.

Monday, 25th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the candidates in German from memory. No notes may be made while it is being read.

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.

A gentleman was looking out of his window. As the day was very hot, he had taken off his coat. A servant entered the room, and thought it was the cook. Coming up softly behind him, he gave him a violent slap on the back. The gentleman turned at once round, and when the fellow saw his master's face, he cried out in great fear, "Oh, sir! I thought it was George." "And even if it were George," said the kindly gentleman, "surely you need not strike quite so hard."

GERMAN.

HIGHER GRADE.

Monday, 25th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used at least in the passage for translation into German, 2 (b).

1. Uebersetzen Sie ins Englische:—

18.　(a.) Sehnsüchtig schaute Wallrabe vom Turme herab in den engen Burghof, wo die feurigen Rosse soeben von den Knechten zu einem Zuge gezäumt wurden. Gern würde sie alles, was sie besaß, darum gegeben haben, eins derselben zur Flucht besteigen zu können. Während der Schmied noch die Hufe der unruhigen Tiere besichtigte, trat der Burgherr mit seinen Gefährten aus der Pforte. Ihre Kleidung verriet, daß sie keinen Vergnügungsritt vorhatten. Bewaffnet bis an die Zähne stiegen sie zu Pferde, winkten der Hausfrau, die dem scheidenden Gatten noch die Hand durchs Gitter reichte, ein Lebewohl zu und zogen durch das schmale Tor über die schwankende Brücke ins Freie.

Ritter Veit von Lauenberg, der zur Bewachung des Hauses zurückgelassen war, erteilte nun dem Torwächter die nötigen Befehle; die Brücke ging knarrend in die Höhe, die zurückgebliebenen Dienstleute gingen an ihre Geschäfte, und die Reiter waren noch nicht an den Saum des Tannenwaldes gelangt, als in der Burg schon wieder eine Ruhe herrschte gleich der eines Grabes. Es währte indes nur kurze Zeit, so kamen rasche Schritte die Turmtreppe herauf, und der zeitweilige Schirmvogt des Schlosses stand plötzlich vor Wallraben. Das Bewußtsein des wichtigen Amtes, das er in diesem Augenblicke bekleidete, sprach aus seiner Haltung und seinen Zügen.

9829　　　　　　　　　　　　　　　　　　4 E

„Ich muß doch sehen," sagte er mit widerlichem Lächeln, „wie sich meine schöne Gefangene befindet."

„Sie schaut hier aus nach dem Fluge der freien Lerchen," entgegnete die Angeredete ebenfalls lächelnd, „und kann es nicht begreifen, wie sich die holden Sänger diesem finstern Turm nähern mögen, in dem die Knechtschaft weint."

(b.)   Spätherbst.

12.
Die welken Blätter fallen von den Zweigen,
Verstummt ist nun der Vögel munt'rer Chor;
Kein froher Sang erfreut des Menschen Ohr,
Ringsum in Wald und Flur herrscht tiefes Schweigen.
Wenn graue Nebel aus den Tälern steigen,
Und Wolken zieh'n am Firmament empor, —
Verschwunden ist der bunte Blumenflor,
Wenn letzte Rosen ihre Häupter neigen;
Dann sind vorbei des Sommers heit're Tage,
Der Winter naht wie eine stille Klage,
Und Wehmut schleicht sich leis in meine Brust.
Nun komm', Erinn'rung, laß mich heimlich träumen
Von Liebe, Blütenduft und grünen Bäumen,
Von Nachtigallenschlag und Lenzeslust.

2. (a.) Erweitern Sie die folgende Skizze zu einer vollständigen kleinen Geschichte :—

15.
Village—great doings—rich marriage—bells pealing—guests and presents—dancing and feasting—old poet comes, with nothing but little song—marriage couple, guests, and presents long since gone and forgotten—song still living.

(b.) Uebersetzen Sie ins Deutsche : —

30.
A gentleman went one day for a drive with his wife, who was noted for her bad temper. On the way they met a heavy waggon, and as the road was rather narrow at that spot, their coachman had some difficulty in getting past. The lady seemed to think that the carter did not get quick enough out of their way, and began to scold him pretty rudely. But just as they were clear (say, free) of each other, the man stepped up to the carriage, and, politely touching his cap, asked the gentleman whether he might say a word. The lady, expecting that he wanted to beg pardon for his slowness, answered at once very sharply, " Yes, certainly, say what you have got to say." Whereupon the man, taking no notice of her remark, but looking straight at the gentleman, said quietly, " Sir, I pity 'ee from the bottom of my heart, for I've just another such old shrew at home."

3. In idiomatisches Deutsch zu übersetzen:—he ought to have been here ;
5.
they had him hanged ; he says he has not seen the man ; I had better go at once ; he is said to be very rich.

4. Geben Sie auf deutsch die folgenden Ländernamen mit den zugehörigen
5.
Adjektiven und den Volksnamen mit dem unbestimmten Artikel (z. B. England, englisch, ein Engländer):—France, Switzerland, Italy, Scotland, China.

5. Uebersetzen Sie ins Deutsche:

(a) I have often warned him, but it seems as if he would never become reasonable.

VALUE.

    (*b*) There remains much to be done before we can say that all danger is past.

    (*c*) If you like, I will introduce you to a friend of mine who knows something about this matter.

    (*d*) If he had come to me a fortnight ago, it would not have been too late to do this.

    (*e*) Why don't you do as other people do, instead of always going your own way ?

GERMAN.

HONOURS.—FIRST PAPER.

Monday, 25th June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used, at least in the passage for composition, 1.

45.

    1. Uebersetzen Sie ins Deutsche:—

    It is a truth universally acknowledged that a single man in posses sion of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the sur- rounding families that he is considered as the rightful property of some one or other of their daughters.

    " My dear Mr. Bennet," said his lady to him one day, " have you heard that Netherfield Park is let at last ? " Mr. Bennet replied that he had not.

    " But it is," returned she ; " for Mrs. Long has just been here, and she told me all about it." Mr. Bennet made no answer.

    " Do you not want to know who has taken it ? " cried his wife impatiently.

    " You want to tell me, and I have no objection to hearing it." This was invitation enough.

    " Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the North of England ; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr. Norris immediately ; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

    " What is his name ? " " Bingley." " Is he married or single ? "

    " Oh ! single, my dear, to be sure ! A single man of large fortune—four or five thousand a year. What a fine thing for our girls ! "

    " How so ? how can it affect them ? "

    " My dear Mr. Bennet," replied his wife, " how can you be so tire- some ! You must know that I am thinking of his marrying one of them "

30   2. Schreiben Sie einen deutschen Aufsatz über eins dieser Themas:—

       (a.) Gute Bücher sind gute Freunde.

       (b.) Ein Volksfest.

       (c.) Ans Vaterland, ans teure, schließ dich an,
          Das halte fest mit deinem ganzen Herzen:
          Hier sind die starken Wurzeln deiner Kraft.

GERMAN

Honours.—Second Paper.

Thursday, 28th June.—2 to 5 P.M.

The whole of this Paper should be answered.

15.   1. Uebersetzen Sie ins Englische:—

(a.) Der Wunsch meines väterlichen Freundes ist längst in Erfüllung gegangen: ich habe im Arbeitshause arbeiten können. Die Arbeit ist mir eine Notwendigkeit geworden; ich erachte den Tag für verloren, an dessen Abend ich nicht auf ein Stück gefördertes, auf ein vollendetes Werk zurückblicken kann. Und ich habe mir das Geschick zur Arbeit angeeignet, zu jedweder Arbeit: das schnelle Verständnis dessen, um was es sich handelt, das sicher messende Auge, die leichte, bildsame Hand. In der Anstalt sind fast alle Handwerke vertreten; ich habe mich nach und nach in fast allen versucht und es meist in kürzester Frist weiter gebracht als alte, graubärtige Praktiker. Der Direktor wiederholt gern, daß ich der beste Arbeiter der Anstalt sei, das macht mich immer sehr stolz und demütig: stolz, weil ein Lob aus seinem Munde die höchste Ehre ist, die mir auf Erden erreichbar scheint; demütig, weil ich weiß, daß ich alles, alles ihm verdanke. Er hat die rohe Kraft, die sich kein Maß und Ziel wußte, die sich an der Bewältigung schwerer Steinmassen müde toben wollte, in bestimmte Bahnen gelenkt, und hat mich gelehrt, die Dosis gesunden Menschenverstandes, welche mir die Natur gegeben, als ein kostbares Gut zu betrachten, das wohl gar ein Stück Genie ersetzen könne oder vielleicht selbst ein Stück Genie sei.

15.   (b.) Jakob II. war ein zu eifriger Konvertit, als daß er sich wie Karl II. mit einer bloßen Duldung seines Glaubens begnügt hätte. Mit dem Eifer eines Missionars und dem Trotze eines Fanatikers suchte er dem Katholizismus zur Herrschaft zu verhelfen. Er schickte einen Gesandten an den Papst und nahm einen päpstlichen Nuntius an; er stellte im Schlosse die Messe wieder her und gestattete den katholischen Kultus in Privatkapellen; er gewährte den Jesuiten und andern Ordensbrüdern sichern Aufenthalt im Reiche, beförderte Bekehrungen durch Anstellungen und andere Vorteile und sicherte den übergetretenen Geistlichen den Fortgenuß ihrer Pfründen. Die Aussicht auf irdische Vorteile, auf Aemter und Ehrenstellen verfehlte ihre Wirkung nicht bei den Schwachen: die Verführung war zu lockend, und das Beispiel von oben gab Manchem Scheingründe zur Beschwichtigung seines mahnenden Gewissens. Der Befehl, alle die unter der vorangehenden Regierung wegen Verweigerung des Eides der Treue in Haft gebracht waren, in Freiheit zu setzen, gab etliche Tausend Nonconformisten, darunter auch protestantische Dissenters, der menschlichen Gesellschaft zurück.

15.	(a.) Täglich Gestöber und Sturm, und wiederum Sturm und Gestöber! Ewig bewölkt, bleischwer lastet der Himmel herab; Kniehoch liegen die Gassen verschneit, und es ächzt, nur mühsam Durch's Pfadlose die Bahn wühlend, das schwere Gespann. Kaum noch dem leichteren Schlitten gelingt die gefährliche Reise, Oft einsinkend im Schnee strauchelt das klingelnde Roß. Und so sitz' ich zu Hause gebannt; schon dunkelt das Zwielicht Ueber die Stadt, und umsonst strebt mir ins Freie der Sinn. Lodert denn auf im Kamin, ihr tröstlichen Flammen, und scheuche, Wärmender Becher, den Druck trüber Gedanken mir fort! Euch auch such' ich hervor aus dem Schrein, ihr verwitterten Blätter, Die ich bereinst im Genuß goldner Tage beschrieb, Als ich, ein Wanderer, noch mit dem trunkenen Auge der Jugend, An den Gestaden umher südlicher Meere geschweift. Seltsam blickt ihr mich an im Geflacker des nordischen Herdes, Fremd fast, aber ihr habt bald mir die Seele gelöst, Und im belebenden Hauch der Erinnerung schwebt die befreite Wie von Flügeln des Schwans leise getragen hinaus.

5

2. Zeigen Sie, durch kurze Sätze, die Doppelsinnigkeit der folgenden Partizipien, je nachdem sie verschiedenen Verben angehören:—

geboten, geraten, gestanden, gewährt, gelobt.

10

3. Uebersetzen Sie ins Englische, mit kurzen erklärenden Bemerkungen:—

(a.) Ein großes Muster weckt Nacheiferung
Und gibt dem Urteil höhere Gesetze.

(b.) Es läßt sich nicht übereilen, wo nicht gezögert werden darf.

(c.) Daß ja das Richtige
Alles verflüchtige,
Glänze der Dauerstern,
Ewiger Liebe Kern.

(d.) Der Alte verliert eines der größten Menschenrechte, — er wird nicht mehr von seines Gleichen beurteilt.

(e.) Wenn Männer sich entzweien, hält man billig
Den Klügsten für den Schuldigen.

15

4. Uebersetzen Sie ins Deutsche :—

(a) Though I have only known him for three months, I feel as if I had known him for years.

(b) Had you told me sooner of this, I might perhaps have done something to get you out of your difficulty.

(c) There is no earthly use of your trying to persuade me of going in for this mad undertaking.

(d) It is yet too early to say whether or not the firm is likely to weather the storm.

(e) I could never convince myself of the pretender having had any just claim to the throne.

COMMERCIAL GERMAN.

Wednesday, 27th June.—4 to 5.30 P.M.

The whole of this Paper should be answered.

VALUE.
——

25.

1. Translate into English :—

Herrn J. Braun,　　　　　　　　　　London, den 14. März 1905.
　　Bremen.

Wir bestätigen unser ergebenes Letztes vom 7. ds. und beehren uns Ihnen heute mitzuteilen, daß wir bei der Baumwollen-Versteigerung am vorigen Sonnabend für Ihre Rechnung kauften :—

> 10 Ballen Smyrna Baumwolle
> 　8　 ,,　Georgia　　,,
> 　12　,,　Demerara　,,

sämtlich von vorzüglicher Güte, womit Sie, wie wir nicht zweifeln, zufrieden sein werden.

Für den Betrag der inliegenden Faktura belieben Sie uns mit £116 16s. zu kreditieren, dagegen uns mit derselben Summe für unsere heutigen Tratten auf Sie, jede @ £58 8s. 2d., 2 Mt. dato, eigene Ordre, zu belasten.

Wir benutzen diese Gelegenheit Ihnen unsern Preiscourant zu überreichen, und empfehlen uns Ihnen,

　　　　　　　　　　　　　　　　　Achtungsvoll,
　　　　　　　　　　　　　　　　　Müller u. Co.

35.

2. Write in German, a letter to a firm in Bremen, saying that you are desirous of increasing your business relations in Germany, and, for that purpose, you are sending a representative to travel for you, and solicit orders in that country. Ask the firm to give your representative all the assistance in their power, and also to advance him any sums of money he may require for his expenses, to the extent of £200.

16.

3. Explain briefly in German the meaning of the following business terms :—

c.i.f. cotton, settling day, del credere commission, sundries account.

Either—

24

4. Translate the following market report :—

Getreide und Futtermittel. Berlin, 2. März. Die nach Westeuropa schwimmende Weizenzufuhr ist weiter um 5,505,000 Qrs. angewachsen. Bei sehr schwachem Verkehr hat Weizen per Mai seit acht Tagen von M 185½ auf M 184½ nachgegeben. Juli folgte von M 187¾ auf M 187¼, September galt zuletzt M 182¾. Greifbarer Weizen hat an Beachtung nicht gewonnen, der hiesige Vorrat hat sich im Februar um 1511 t auf 4800 t vermehrt. Roggen bekundete mehr Widerstandsfähigkeit namentlich in seinen auf den Mangel an ausreichender guter Ware sich stützenden relativ hohen Lieferungspreisen. Mai wurde zuletzt mit M 170½, Juli mit M 170¼ bezahlt. Beide Lieferfristen galten vor acht Tagen M 170¾. Der hiesige Vorrat hat im Februar um 339 t abgenommen auf 1784 t. Das Geschäft mit Hafer war zwar recht schwerfällig und auch eng begrenzt, doch bekundet der Artikel verhältnismäßig feste Haltung : das Angebot bewahrt größte Zurückhaltung und bedingt für feine Qualitäten auch gute Preise.

Kolonialwaren und Landesprodukte. Hamburg, 2. März. Kaffee. Lokomarkt. Umsatz etwa 3000 S. Diverse.

Or (instead of question 4)—

    5. (*a*) Translate into English the following sentences :—

Or (instead of question 4)—

    5. (*a*.) Translate into English the following sentences :—

        (1) Die Tratte wurde durch Rimessen gedeckt.

        (2) Wir verlangen 1% Verkaufsprovision und Vergütung der Portospesen.

        (3) Die Differenz zwischen der Summe der Soll- und Habenseite wird Saldo genannt.

        (4) Die Unkosten schließen ein:— Zollangabe, Niederlagegebühren, Verpackung, Courtage, Assekuranz und Stempel.

    (*b*.) Translate into German :—

        (1.) The bills of lading must be endorsed by the shippers.

        (2.) We sent the cheque by registered letter.

        (3.) The goods were forwarded through a Bremen firm.

        (4.) The principal office books are the cash book, the day-book, and the ledger.

GAELIC.

Thursday, 28th June.—2 to 5 P.M.

[*N.B.—Candidates who obtained the Leaving Certificate in Gaelic in* 1905 *and who desire to get additional marks for the King's Scholarship Examination in* 1906, *should omit questions* I. *and* II. *in this paper, and should take instead questions* VIII. *and* IX.]

VALUE.

25.

1. Translate into English :—

    Cha'n abair mi diog[1] ; ach chi sinn. Air mo shon fhéin cha léir dhomh am mòr-fheum a tha anns a' chabhaig so tha sgaoileadh thar an t-saoghail a nis,—a h-uile h-aon 's a h-uile nì 'na chabhaig ; carbaid-iaruinn[2] a' falbh leth-cheud mìle 's an uair ; gu dé dheth sin ? Am bheil so ach a' mealladh dhaoine o'n dachaidh ? Nach fhaic thu daoine b' àbhaist bhi glic, a nis mar gu'm biodh teine air an earbaill ? Cha'n fhan iad seachduin aig an tigh, ach air an ais 's air an adhart ; a mach an Dunéideann an diugh 's an Lunnuinn am màireach, àitean nach fhaca na daoine còire bho'n d'thàinig iad, riamh ; agus nach 'eil a' bhuil, a h-uile sgillinn a chruinnich iad aig an tigh 'g a chost air falbh. Am bheil ar tighearnan a nis na's fheàrr na iadsan bho'n d'thàinig iad ? Cha'n fhiach leo am màl[3] fhéin a thogail a nis, ach Bàillidh[4] mòr 's Bàillidh beag, Sgriobhadairean 's Luchd-lagha. Gabhaibh mo leth-sgeul, ach sin agaibhse an fhìrinn ; thug sibh fhéin a mach i, a lìon beagan is beagan, mar a dh'ith an cat an sgadan. Ach slàn leibh ; cuiribh a' mhàileid[5] far nach ruig na radain oirre.

      [1] syllable   [2] railway train.   [3] rent.
      [4] factor.   [5] bag.

VALUE. 2. Translate into English *one* of the following :—

15.

(*a*) *Am Breacan uallach.*

B' fhearr leam breacan uallach
Mu m' ghuaillean 's a chur fo m' achlais,
Na ged a gheibhinn còta
De'n chlò as fheàrr thig á Sasunn.

Bu mhaith an là 's an oidhch' thu,
Bha loinn ort am beinn 's an cladach ;
Bu mhaith am feachd[1] 's an sith thu,
Cha rìgh e am fear chuir as duit.

¹ war.

(*b*) *A' Chuthag.*

Fàilt' ort fhéin, a Chuthag ghorm,
Le t'òran ceòlmhor milis ;
'S e seirm do bheòil 's a' Chéitein òg
A thogadh bròn mo chridhe.
Ged theicheas tu roimh 'n fhuachd air àm,
Gu'm faic do ghleann thu rithist ;
Ach 'nuair bheir mise ris mo chùl,
Cha bhi mo dhùil ri tilleadh.

¹ cuckoo.   ² May.

20. 3. Reproduce, *in English*, the passage read out.

20. 4. Translate the following passage into Gaelic :—

The Double Lesson.[1]

Dean Swift, the great English writer, was not a generous man ; he seldom gave anything to the servants of those who sent him presents². But he once received a good lesson from a lad who very often brought him hares and other game.³ One day the boy came with a pretty heavy basket of fish and game ; he knocked at the door, and the Dean, by chance, opened it himself. " Here," said the boy, gruffly, " my master has sent you a basket full of things." Swift, displeased at the boy's manner, said to him : " Come here, my lad, and I will teach you to deliver a message a little more politely ; imagine yourself Dean Swift, and I will be the boy." Then, taking off his hat and addressing the lad, he said : " Sir, my master sends you a little present, and begs you will do him the honour to accept it." " Oh, very well, my boy," replied the lad, " tell your master that I am much obliged to him, and there is half-a-crown for yourself."

¹ leasan.   ² tiodhlac.   sitheann.

4. 5. Answer *one* of the following :

(*a*) What case do Prepositions govern in Gaelic ? Name two Prepositions which do not always follow the rule, and give examples of their construction.

(*b*) Compare the adjectives *mòr, beag, olc.* Translate and parse *Is fheàirrd e sid.*

VALUE.

8.   6. Express, in English, the meaning of *any four* of the following
        phrases and sentences (mere translation of the words will not
        suffice) :—

        An là chi 's nach fhaic.   Bu dual da sin.   Is ann air a thainig an
        dà latha.   Is rìgh an càm am measg nan dall.   An cuir i fodha an
        rudha ? Anail a' Ghàidheil—am mu'lach.   Tha an sgeir ris ; cum leis
        oirre.

8.   7. Express in your local idiom, in Gaelic, *any four* of the following :—

        The farmer got seven pounds each for his stirks at last May
        market.   Take in a reef.   The lamb is all but dead.   Cease your talk.
        Keep to windward of that island.   He never did, and never will do,
        the right.   Milk with water added to it.

        [*Questions VIII. and IX. are only for Candidates who took the
        Leaving Certificate in Gaelic in 1905, and who wish to obtain additional
        marks for the King's Scholarship Examination in 1906.   See note, N.B.*

25.   8. Translate into English :—

        Ghabh e suas bràigh a' chladaich, is ràinig e an cearcall teine.
        Leum e thar an teine.   Bha an sin an t-aon eilean a bu bhòidhche
        chunnacas o thùs an domhain gu deireadh na dìlinn.   Ghabh e suas
        feadh an eilean is chunnaic e cnoc maol buidhe 'na mheadhon.   Bha
        Ionmhuinn mhnatha 'na suidhe air a' chnoc, is òglach mor 's a cheann
        air a glùn, is e 'na chadal. "Innis dhomh gu dé as dùsgadh do'n òglach,"
        ars' an Gaisgeach. " Is dùsgadh dha," ars' ise, " rud nach dean thusa na
        aon ghaisgeach anns an domhan mhòr ach Gaisgeach na Sgéithe Deirge,
        d'an robh e 's an dàn tighinn do'n eilean so, agus an carragh cloich' ud
        thall a bhualadh air an duine so anns an uchd."   Rinn esan sin, agus
        dhùisg an t-òglach.   An caraibh a chéile ghabh iad, 's bha iad a'
        leadairt a chéile gus an robh beul an ammoich ann.   Mu dheireadh
        bhuail an gaisgeach an t-òglach ris an talamh, agus sgath e dheth an
        ceann.   Thug e an làmh o'n ghualainn deth, 's thug e an cridhe as a
        chom, 's thug e an ceann bhàrr a mhuineil.   Chuir e a làmh am pòca a'
        ghaisgich mhairbh 's fhuair e tri fiaclan seann eich ann, agus, leis a'
        chabhaig, ghabh e an àite fiaclan an rìgh iad 's thug e leis iad.   Chaidh
        e gu tom coille 's bhuain e gad, agus cheangail e air a' ghad an làmh
        's an cridhe 's an ceann.

15.   9. Translate into English *one* of the following :—

        (a)   *An Iolair.*
                        Cha'n 'eil ian 's na speuran
                        As bréine na 'n iolaire,
                        Cha'n ionann idir beus di
                        'S do dh' fhéidh anns na firichean ;
                        Bidh iadsan moch ag éirigh
                        A' feuchainn na biolaire,
                        'S bidh is' air seann each caoile
                        A' slaodadh a mhionaich as.

        (b)   *Clann Ghriogair.*
                        Griogaraich gun fhàillinn cruadail,
                        Bha iad riamh gu h-uasal rìoghail ;
                        'N àm cogaidh, troid, no tuasaid,
                        C'àit' an cualas bonn d'am mì-chliu ?
                        'Dol an aghaidh teine 's luaidhe,
                        'N àm na ruaig cha b'iad a strìochdadh ;
                        'S fhad 's a leanas sibh ri'r dualchas,
                        Cha toir iad buaidh oirbh luchd 'ur mì-ruin.

GAELIC.

Thursday, 28th June.—2.45 P.M.

This paper must not be seen by any Candidate.

To be read out twice, slowly and in an accent with which the Candidates are familiar, by the Supervising Officer (or the Teacher) at 2.45 P.M. The substance of this story is to be reproduced by the Candidates in English. No notes may be made while it is being read.

Before commencing to read it, the Supervising Officer or the Teacher must write upon the blackboard the title of the story as follows: "Am Fiadh." *He should 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 English in their own diction and idiom.*

AM FIADH.

'Nuair bha mi mu sheachd bliadhna dh' aois, chuireadh mi fhéin agus companach dhomh air ghnothach do'n bhaile bu dlùithe dhuinn, —mu dhà mhìle gu leth a dh' astar. Bha an ceum rathaid eadar an dà bhaile dol troimh choille, cois na mara. A' fàgail na coille dhuinn, far an robh camus[1] beag le tràigh ghainmhich aig a cheann, chuala sinn ceum aotrom 'n ar deigh, is co bha 'n so ach aon de na féidh chàllaidh[2] bha mu'n bhaile. B'e droch theisteas a bh' air a' bhrùid so; thug e ruith mharbhaidh air dà no trì de mhuinntir an àite, ach cha d'thuirt duine ris gu'm b'olc. A nis, cha robh iarraidh sam bith againne air cuideachd an fhleasgaich so, agus nochd sinn sin dha gu soilleir ; ach rinn esan suas inntinn gu'm biodh e 'n ar cuideachd, a dheòin no dh' ain-deoin. Theich sinn, ach bha e cheart cho maith dhuinn teicheadh o'n ghaoith. Bha esan air ar sàil, is cha robh dol a nunn no nall againn ach deanamh mar rinn Donnachadh Bàn 's a' bhuidheann leis an robh e aig blàr na h·Eaglaise Brice[3] :

> " Ghabh sinn a mach air an abhainn,
> Dol gu'r n-amhaich anns an linne."

Ach b'i an abhainn a bh' againne an Cuan-siar[4], agus an linne, an Linne Dhiùrach[5]. Faodar a bhì cinnteach nach deachaidh sinn ro fhada air an t-slighe sin. 'Nuair thainig a' bhrùid gu beul an làin sheas e greis, ach, a réir coltais, smaointich e nach b'fhiach dha a chasan a fhliuchadh air ar son. Thòisich e air ionaltradh, ach thogadh e cheann an dràst 's a rithist is bheireadh e sùil dh' fheuch an robh sinn far an d' fhàg e sinn. Bha sinne an droch chàs ; bha an làn ag éirigh, 's bha sinn a' meatachadh le fuachd 's le eagal. Thòisich sinn mu dheireadh air fàth a ghabhail air, 'nuair a bhìodh a cheann-san crom, gu bhi goid air falbh uidh air n-uidh ; agus aon uair 's gu'n d' fhuair sinn ar cas air talamh tioram, thàr sinn as do 'n choille.

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[1] bay.   [2] tame.   [3] Falkirk.   [4] Atlantic.   [5] Sound of Jura.

SPANISH.

Thursday, 28th June.—2 P.M. to 5 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.

VALUE
—
15.

SECTION I.

1. (*a*) Translate into English :—

Estas cualidades eran comunes á los habitantes de la región de los bosques y del litoral. Mucho diferían de ellos los de las llanuras, que en el país llamaban por esto *llaneros*, hombres cuyas costumbres y carácter, por una singularidad curiosa, eran y son aún bárbaras más que americanas ó europeas. El clima abrasador de sus desiertos y las inundaciones de sus territorios les obligan á adoptar un vestido muy sencillo, y moran ordinariamente en cabañas á las riberas de los ríos, en incesante lucha con los elementos y las fieras.

Sus ocupaciones principales son la crianza y pastoreo de los ganados, la pesca y la caza ; si bien algunos cultivan pequeñas porciones de terreno para obtener raíces comestibles. Esta vida activa y dura, sus marchas continuas y su necesaria frugalidad, desarrollan en ellos gran fuerza muscular y agilidad extraordinaria. Pobres en extremo y privados de toda clase de instrucción, carecen de aquellos medios que en las naciones civilizadas aumentan el poder y disminuyen los riesgos del hombre en la faena de la vida.

Acostumbrado al uso constante de la fuerza y de los artificios para defender su existencia contra todo linaje de peligros el *llanero* es, por necesidad, astuto y cauteloso ; pero jamás hace traición al que en él se confía, ni carece de fe y de honor ; debajo de su techo recibe hospitalidad el viajero, y ordinariamente se le ve rechazar con noble orgullo el precio de un servicio.

15.

(*b*)—Señora—dijo á la mañana siguiente el ama de llaves—ahí está el criado que ha enviado la señora doña Eufrasia.
—Bien ; dile que entre—contestó la marquesa.

A poco entró la más extraña figura que darse puede. Era una rara muestra de lo que es la expresión á los rostros y el continente á las personas ; pues siendo el que se presentó un hombre sin deformidad alguna, ni alto ni bajo, ni gordo ni flaco, con facciones regulares, buenos ojos y buena dentadura, nadie podía mirarle sin reirse. Estaba basta pero aseadamente vestido ; sólo que los pantalones eran demasiado cortos y en cambio los zapatos demasiado largos ; la chaqueta era demasiado angosta y el corbatín negro demasiado ancho ; lo que le obligaba á levantar la cara con inusitada arrogancia

Entró dicho sujeto, saludó y dijo con la más graciosa sonrisa y la más marcada pronunciación gallega.

—Dios le dé buenos días á usía y á la compañía.

La marquesa estaba sola.

—Buenos días. ¿ Tú eres el que vienes . . . ?

—De parte de la señora coronela, sí, señora.

—¿ Y cómo te llamas ?

—José Fungueira, para servir á usía y a la compañía ; pero mis amos siempre me han llamado Pepino.

—¿ Y de qué tierra eres ?

—Gallego de Galicia, mas acá de Vigo, pasada la Puente San Payo y Pontevedra, antes de llegar á Caldas, á mano derecha. . . . .

—Bien ¿ y sabes servir ? ¿ Sabes limpiar la plata, el cristal y los cuchillos ? Es que yo soy muy extremada en ese punto.

25.   2. Translate into Spanish :—

Since I last wrote to you I have made a tour of the Northern Lakes, and have travelled more than a thousand miles, partly on horse-back, partly by boat. The latter part of my journey has been rather fatiguing, but, at the same time, it has been very interesting, and I have enjoyed myself very much.

Since I arrived here I have been looking out for a small estate, and have been fortunate in obtaining some very fair land from the Government, for which they ask only 500*l*. I am going to Toronto next week to pay the first instalment of this money, and then I shall return to New York, probably by way of Boston, where I wish to pay a short visit to my uncle George.

The more I see of Canada, the more I like it. The climate is magnificent and the people have treated me with the greatest kindness and hospitality everywhere I have stayed.

15.   3. Write a Spanish version of the passage read out.

SECTION II.

10.   4. (*a*) Give the superlative of *nuevo, feliz, frío, poco*. Form diminutives from *chico, torre, pan, mujer*. What are the ordinal numbers corresponding to *cinco, nueve, once, ciento* ?

(*b*) Write out the present indicative of the following verbs :— *merecer, huir, caber, acordarse*. Give the 2nd pers. sing. imperative of *jugar, poner, decir, oir*.

8.   5. How is the passive voice in English to be rendered in Spanish ? Give examples.

12.   6. (*a*) Translate into English the following sentences, adding notes on their grammatical construction :—

Logradas estas ventajas se facilita la tarea.

Dáselo á quien quieras.

Ya sé lo enferma que está la señora.

Este joven se viste á la francesa.

(*b*) Translate into Spanish :—

As soon as you have finished, take the letters to the pos

Bring me the one you think best.

I have paid him two hundred and fifty thousand pesetas.

Take off your hat, but keep on your coat.

SPANISH.

Thursday, 28th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

*To be read out twice by the Supervising Officer (or a Teacher) at 2.45
P.M.   The substance of this story is to be reproduced by the Candidates
in Spanish from memory.   No notes may be made while it is being
read.*

A rich merchant once invited some friends to dinner and promised
them, as a treat, a certain rare and delicate fish.   But, when the day
appointed arrived, he found that there was only one shop in the town
where he could obtain such a fish,   The fishmonger, knowing that he
was rich, asked him 50 pesetas for the fish.   After bargaining in vain
for some time, the rich man grew angry and went away without
buying it.   During the dinner the guests were much astonished to see
the servants bring in a dish, on which, instead of the expected fish,
were fifty pieces of silver.   The host thereupon related what had oc-
curred and said that, rather than let the fishmonger triumph, he
proposed to give the fifty pesetas to the poor of the town, and to dine
without fish that evening   The guests loudly applauded the action of
the rich merchant, and asked to be allowed to add their own con-
tributions to the money in the dish.

MATHEMATICS.

LOWER GRADE.—I.

Wednesday, 20th June.—11 A.M. to 1 P.M.

VALUE.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4
and any two of the other five questions.   *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.
10   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.

15.   1. If two sides of a triangle be equal, prove that the angles which are
opposite the equal sides are also equal.

Prove that the triangle, whose vertices are the mid points of
the sides of an isosceles triangle, is itself isosceles.

15.   2. If a straight line, cutting two other straight lines, make an exterior
angle equal to the interior and opposite angle on the same side
of the line, prove that the two straight lines are parallel.

AB is at right angles to CD, and EF is at right angles to GH.
If AB be parallel to EF, prove that CD is parallel to GH.

15.   3. Draw a rectangle $ABCD$, in which $AB = 4·16''$, $BC = 4·3''$. Take points P, Q, R, S in AB, BC, CD, DA, such that $AP = 1·76''$, $BQ = 0·7''$, $CR = 1·76''$, $DS = 1''$.

        Calculate the area of $PQRS$ in square inches.

15.   4. Define a tangent to a circle. From your definition prove that the angle between the radius drawn to the point of contact and the tangent is a right angle.

        ABC is a triangle, right-angled at A ; AL is the perpendicular from A to BC, and LM, LN are the perpendiculars from L to AB, AC ; prove that MN is a tangent to the circles described on BL, LC as diameters.

Answer TWO *questions out of the following five.*

15.   5. With only ruler, compasses, and set square, draw two straight lines AB, AC, such that the angle $BAC = 45°$.

        Draw also, by means of the same instruments, two lines BD, BE, meeting AC in D and E, such that the angle $BDA = 75°$, and the angle $BEA = 120°$.

        Prove that the angle ABE is $\frac{1}{8}$ of the angle AEB, and $\frac{1}{3}$ of the angle BAC.

15.   6. If two angles at the circumference of a circle be equal, prove that the arcs on which they stand are equal.

        AB, AC, AD are three thin rods rigidly joined at A. P and Q are two thin pins inserted in a flat table. If the rods be laid on the table, so that AB touches P, and AC touches Q, show that A must lie on a certain circle, and that AD passes through a fixed point in the circumference of that circle.

15.   7. What is a locus ?

        Draw and state in words, without proof, the complete locus of a point, which moves so as to be always equally distant from two given intersecting straight lines.

        Prove that any point which is not on your locus is not equidistant from the two straight lines.

15.   8. By drawing a number of tangents of fixed length to a fixed circle from points on its circumference, find out the locus of their extremities.

        Draw this locus accurately for the case in which the radius of the fixed circle is 4 *cm* and the fixed length is 4·2 *cm.*

        If from any point in your locus a tangent is drawn to the fixed circle, prove that it is of the required length.

15.   9. Prove that the three straight lines drawn from the vertices of a triangle respectively perpendicular to the opposite sides meet in a point.

MATHEMATICS.

LOWER GRADE.—II.

Wednesday, 20th June.—2 P.M. to 4 P.M.

10. Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. 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 mis-apprehension as to what is really required.

Square-ruled paper is provided for the graphical work.

12. 1. (1) Simplify the following expression, and express the result as a product of factors :

$(a+b)^2 - \{9ab - 5\,(a+b)\,(a - b)\} - [b\,(b - 3a) - \{3ab - 5\,(a - b)^2\}]$.

(2) Find correct to three decimal places the value of

$$\frac{1}{1 - 3x} - (1 + 3x + 9x^2)$$

when $x = 0{\cdot}09$.

12 2. A dealer buys a sheep at p shillings each, and b sheep at q shillings each ; find (1) the average price which he pays for a sheep, and (2) at what price per sheep he must sell the whole number, in order that his profit may be $5\,(a + b)$ shillings on the whole transaction.

Verify your results when

$a = 7, \qquad b = 8, \qquad p = 45, \qquad q = 55.$

18. 3. Solve the following equations, finding the roots correct to two decimal places :

$$(1)\ \frac{2x - 7}{3x - 8} = \frac{2\,(x - 9)}{3\,(x - 11)};$$

$$(2)\ \begin{cases} x = y + 6, \\ x^2 = y + 48\,; \end{cases}$$

$$(3)\ 3x^2 - 7x = 100.$$

18. 4. Make a table giving the value of

(1) x^2,
(2) $- 3x$,
(3) $x^2 - 3x + 2$,

when x varies from $- 1$ to $+ 4$, taking $\frac{1}{2}$ as the interval between each pair of values.

Use this table to draw a curve, which will show how

$$x^2 - 3x + 2.$$

varies, while x increases from $- 1$ to $+ 4$, taking one inch as unit.

Find from your figure the values of the expression

$$x^2 - 3x + 2.$$

when (1) $x = \frac{1}{4}$, and (2) $x = 2\frac{1}{4}$,

and verify your results by substituting these values of x in the given expression.

Answer TWO *questions out of the following five.*

15.
5. Find the value which c must have, in order that the expression
$$x^4 - 4x + c$$
may be divisible by
$$x^2 - 2x + 1$$
without remainder.

15.
6. A rides from P to Q at the rate of 12 miles an hour and returns at the rate of 8 miles an hour. B rides both ways at the rate of 10 miles an hour, and takes 10 minutes less time than A to do the double journey. Find the distance from P to Q.

15.
7. If
$$\frac{a}{b} = \frac{c}{d}$$
prove that

(1) $\dfrac{2a - 3b}{3a + 4b} = \dfrac{2c - 3d}{3c + 4d}$

(2) $\dfrac{a^2 - b^2 + c^2 - d^2}{(a - b)^2 + (c - d)^2} = \dfrac{a + b + c + d}{a - b + c - d}$

15.
8. Prove the identities

(1) $\dfrac{1}{x + 1} - \dfrac{2}{x + 2} + \dfrac{1}{x + 3} = \dfrac{2}{(x + 1)(x + 2)(x + 3)}$;

(2) $\{a^2 + (a + b)^2 + b^2\}^2 = 2\{a^4 + (a + b)^4 + b^4\}$.

15.
9. The freezing and boiling points of water are represented by 0° and 100° on the Centigrade scale, and by 32° and 212° on the Fahrenheit scale. Draw a graph connecting these scales, taking one inch vertically to represent 20° Centigrade, and one inch horizontally to represent 40° Fahrenheit.

By your graph convert 20° Centigrade to the Fahrenheit scale.

MATHEMATICS.

LOWER GRADE.—III.

Thursday, 21st June.—2 P.M. to 3 P.M.

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 mis-apprehension as to what is really required.

.9.
1. Find to the nearest penny the sum required to pay interest at $2\frac{3}{4}$ per cent on £768443386.

9.
2. A metre of wire weighs 43 grams ; find to the nearest millimetre the length of portions of the same wire which weigh

(1) 15 grams,
(2) 1 kilogram.

9.   3. A piece of platinum 17 cubic inches in volume weighs 12 pounds avoirdupois, while a piece of gold 77 cubic inches in volume weighs 54 pounds ; find to the nearest ounce the difference between the weight of a cubical block of platinum measuring 5 inches each way and the weight of an equally large block of gold.

9.   4. A town contains 75614 inhabitants, of whom 51 per cent are females. Of the females 23 per cent are married. Find the number of unmarried females in the town without unnecessary calculation.

9.   5. There are 12 stations on a railway line. Single and return tickets have to be printed from each station to each of the others for first, second and third class passengers ; find the cost of printing 500 of each kind at 9d. per hundred tickets.

9.   6. It has been proposed to divide £1 into 1000 equal parts called mils.

      (1) Express the difference between a farthing and a mil as a decimal fraction of 1d.

      (2) Express 4496 mils in pounds, shillings and pence correct to the nearest farthing.

MATHEMATICS.

Higher Grade.—I.

Wednesday, 20th June.—11 A.M. to 1 P.M.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. *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.

11.   1. Prove that the area of any parallelogram is equal to the area of the rectangle contained by one side of the parallelogram and the perpendicular distance between that side and the opposite side.

    If $ABCD$ be a parallelogram in which the distance between AB and CD is greater than AB, prove that the distance between BC and DA is less than BC.

17.   2. Prove that the area of the rectangle contained by the sum and difference of two straight lines is equal to the difference between the areas of the squares on the two lines.

    Show how to find a point E in the base BC of a triangle ABC produced if necessary, such that $BC \cdot BE = AB^2 - AC^2$.

    Construct a figure for the case when $AB = 6 \cdot 5$ cm, $AC = 5 \cdot 5$ cm, $BC = 7 \cdot 5$ cm.

    Find BE both by calculation and by measurement.

20.   3. In equal circles prove that angles at the circumference which stand on equal arcs are equal.

Having given the base of a triangle, the size of the vertical angle, and a point in the bisector of the vertical angle, construct the triangle, stating your construction without proof.

Draw a figure for the case in which the base BC is 4″, the vertical angle BAC is 75°, and the point P on the bisector is such that if PN be the perpendicular to BC, $PN=0\cdot6″$, $BN=3″$, P and A being on the same side of BC.

Measure the angle B, and deduce the value of C.

12.   4. If two triangles ABC, PQR have the angle $A=P$, and $CA : AB = RP : PQ$, prove that the angle $B=Q$.

If two similar triangles have their corresponding sides parallel, prove that the lines joining corresponding vertices meet in a point.

Answer TWO of the following questions.

15.   5. AB, BC, CD, DA are four rods forming a parallelogram with joints at the four vertices.   The rod BC is continued beyond C to a point E.

Show that the straight line AE will always cut CD in the same point F at whatever angle AB is inclined to AD.

Prove that AE bears a constant ratio to AF.

Show that by means of this property the instrument may be made of practical use in drawing to scale.

15.   6. $ABCDE$ is a regular pentagon; AE, CD meet in F; prove that the straight lines drawn from D, E, F parallel respectively to AE, AD, AB meet in a point.

15.   7. Prove that in equal circles chords of the same lengths subtend equal angles either at the centre or at the circumference

ACB is a straight line in which $AC=2\cdot4″$, $CB=1\cdot6″$; P is any point such that the circles circumscribing PAC, PBC are equal. If Q be the centre of the circle circumscribing PAC, R that of the circle circumscribing PBC, find and construct (1) the locus of Q, (2) the locus of R, (3) the locus of P, stating your construction clearly, with short reasons for it.

15.   8. Prove that if a straight line be perpendicular to two intersecting straight lines, it is perpendicular to every straight line in the plane which they determine.

AB, AC are two straight lines which meet at an angle of 45°, AB is 10 cms in length; at B, BD is drawn perpendicular to the plane BAC and 2·5 cms in length.   Calculate the length of the perpendicular from D to AC.

15.   9. $ABCD$ is a rectangle whose diagonals meet in E, the length of each diagonal being 1·5″.   Through E a straight line EF, 1·8″ in length, is drawn perpendicular to the plane of the rectangle.   Find the centre of the sphere passing through $ABCDF$, and calculate the length of its radius to two decimal places.

MATHEMATICS.

HIGHER GRADE—II.

Wednesday, 20th June.—2 P.M. to 4 P.M.

VALUE.

10.

Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the remaining five questions.   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. If p pounds accumulate for n years at r per cent. compound interest payable annually, find an expression for the amount at the end of that time.

As an example, find to the nearest hundred pounds the amount due after £5,000 has accumulated for 25 years at $4\frac{1}{2}$ per cent.

2. Simplify the following expressions :—

15.

(1) $\dfrac{1}{x+1} + \dfrac{2}{x^2+3} + \dfrac{8}{(x^2-1)(x^2+3)}$;

(2) $x^3 + y^3 + z^3 + 3(x+y+z)(yz+zx+xy) - (x+y+z)^3$.

15.

3. If any integral function of x is divided by $x-a$, prove that the remainder is the expression formed by substituting a for x in the function.

If 3 is one root of the equation
$$x^3 - 49x + a = 0,$$
find the other roots.

15.

4. If N, N′ are numerical quantities of the form $a + b\sqrt{2}$, $a' + b'\sqrt{2}$, where a, b, a', b' are integers and N = N′, prove that $a = a'$, $b = b'$.

Simplify

(1) $\sqrt{2}(1+\sqrt{3})\sqrt{(2-\sqrt{3})}$;

(2) $2(2+\sqrt{3})(\sqrt{6}-\sqrt{2})\sqrt{(2-\sqrt{3})}$.

Answer TWO *of the following questions.*

15.

5. A boiler consists of a cylinder with hemispherical ends. If the length of the cylinder be 10 feet, and the diameter of its cross-section 5 feet, find its volume in cubic feet to the nearest foot, taking π as $\frac{22}{7}$.

15.

6. Simplify and resolve into factors
$$(3x^2+1)(3x^2+3x+1)(3x^2-3x+1) - (x^2+3)(x^2+3x+3)$$
$$(x^2-3x+3).$$

15.

7. Find all the real roots of the equations :—

(1) $12\left(x+\dfrac{1}{x}\right)^2 - 56\left(x+\dfrac{1}{x}\right) + 65 = 0$;

(2) $\begin{cases} x^3 - y^3 = 91, \\ x^2(x-y) = 36. \end{cases}$

15.

8. Three numbers are in harmonic progression. If the sum of the numbers be 37, and the sum of their reciprocals be $\frac{1}{4}$, find the numbers.

9829

4 F 2

15.   9. Draw in one figure and with the same scale and axes the graphs of

$$(1)\ \ y = 3 - \frac{x}{2}; \qquad (2)\ \ y = \frac{5}{x};$$

from $x = 1$ to $x = 6$, taking one inch as unit.

Either directly from these graphs, or by means of their tables of values, form the graph of

$$(3)\ \ y = \frac{5}{x} - 3 + \frac{x}{2},$$

and find its minimum or turning point as nearly as you can from your figure.

MATHEMATICS.

HIGHER GRADE.—III.

Thursday, 21st June.—2 P.M. to 4 P.M.

10.   Candidates should answer only *six* questions, namely, Nos. 1, 2, 3, 4, and any two of the other five questions. 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.

10.   1. Prove that when A is acute

$$\operatorname{cosec}^2 A = 1 + \cot^2 A.$$

Verify this formula by substituting the values of $\operatorname{cosec} A$ and $\cot A$, when $\sin A = \frac{8}{17}$.

18.   2. From your tables write out in tabular form the values of $\tan\theta$ and $\cot\theta$ correct to two decimal places when $\theta = 10°,\ 20°,\ 30°,\ 40°$. Hence find the values of $\tan\theta + \cot\theta$ for the same values of θ.

Draw the graph of $\tan\theta + \cot\theta$ from $\theta = 10°$ to $\theta = 40°$, and from your figure find a value of θ which will approximately satisfy the equation

$$\tan\theta + \cot\theta = 4{\cdot}5.$$

13.   3. A certain tower is known to be 150 feet high. Its angle of elevation as seen from a point in the same level as the base of the tower is $35°\ 26'$; calculate the distance from this point to the base of the tower, and verify your answer by a carefully drawn diagram.

19.   4. Give a geometrical proof of the formula

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

for the case when A and B are acute, and $A+B$ is obtuse.

Assuming the formula to hold for all values of A and B, deduce the corresponding formula for $\cos(A - B)$.

If $\cos A = \frac{3}{5}$, $\cos B = \frac{12}{13}$, find all the possible values of $\cos(A-B)$.

Answer TWO *of the following questions.*

15.

5. Assuming the values of $\cos (A + B)$, $\sin (A + B)$ in the terms of the sines and cosines of A and B, find $\cos 2A$ and $\sin 2A$ in terms of $\sin A$, $\cos A$.

     Verify the identity

$$\cos^2 2A + \sin^2 2A = 1,$$

by squaring and adding these values.

15.

6. If, in a triangle ABC, A is acute, and a is greater than b, show that

$$c = b \cos A + \sqrt{(a^2 - b^2 \sin^2 A)}.$$

     Construct the triangle for the case in which $a = 5$, $b = 3 \cdot 5$ $A = 38°$. Measure the side c and verify your result by calculation.

15.

7. Prove the identities :

     (1) $\dfrac{\operatorname{cosec} A - 2 \sin A}{\cos A + \sin A} = \cot A - 1,$

     (2) $\dfrac{\sin (A + B) + \sin (A - B)}{\cos (A + B) + \cos (A - B)} = \tan A.$

8 Assuming that

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc},$$

find $\sin \frac{1}{2} A$ in terms of the sides of the triangle in a form suitable for logarithmic calculation.

     Use your formula and the tables to find the least angle of a triangle whose sides are in the proportion of 7, 10, 13.

15.

9. If the bisector of the angle A of the triangle ABC meet BC in D prove that

$$AD = \frac{a \sin B \sin C}{\sin \frac{1}{2} A (\sin B + \sin C)}.$$

ALGEBRA.

HONOURS GRADE.

Wednesday, 20th June.—11 A.M. to 12.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

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, arrangement, and style.

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

15.

1. Prove that when x is a positive quantity, and n increases without limit, x^n increases or decreases without limit, according as x is greater or less than unity.

Hence show that, when x is less than unity and n increases without limit, the sum of the series

$$1 + x + x^2 + \ldots + x^n$$

approaches indefinitely to $\dfrac{1}{1 - x}$.

Find the sum to infinity of

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

when $x = \frac{1}{3}$.

15.

2. If $_nC_r$ represent the number of selections of n things taken r at a time, show by elementary reasoning, and not by a quotation of a formula, that

$$_nC_r = {}_{n-1}C_r + {}_{n-1}C_{r-1}$$

Hence deduce the relation

$$_nC_0 + {}_nC_1 + {}_nC_2 + \ldots + {}_nC_n$$
$$= 2 \{ {}_{n-1}C_0 + {}_{n-1}C_1 + \ldots + {}_{n-1}C_{n-1} \} = 2^n.$$

15.

3. Prove that if a, b, c are the roots of

$$x^3 + px^2 + qx + r = 0,$$

then

$$a + b + c = -p, \quad bc + ca + ab = q, \quad abc = -r.$$

Hence find the relation between p, q, r, in order that

$$x^3 + px^2 + qx + r = 0$$

may have two equal roots.

Alternative Questions.

15.

4a. Solve the equations

(1) $x^5 - x^4 + x^3 - x^2 + x - 1 = 0$;

(2) $\begin{cases} x^2 + 3y = 4, \\ y^2 + x = 2. \end{cases}$

Or,

15.

4b. Trace the graph of

$$y = \tfrac{1}{4} x^2 (x - 3)$$

and prove that

$$x = 0, \quad x = 2,$$

give turning values of y.

15.

5a. The cost of a certain steamer voyage is the sum of two quantities, one of which is proportional to the time taken and the other to the average speed during that time. When the voyage takes 10 days, the cost is £700 ; when it takes 14 days the cost is £884. Find the cost when it takes 8 days.

Also find the number of days which gives the smallest possible cost, and the corresponding cost.

VALUE.

Or,

15.

5*b.* Prove that the square of any odd number is of the form $8n + 1$.

Hence show that if the lengths of three sides of a right angled triangle are proportional to three whole numbers, the length of one of the sides which contain the right angle is a multiple of 4.

15.

6*a.* Prove that

$$\frac{x^2 + px + q}{(x + a)(x + b)(x + c)}$$

can be resolved into fractions of the form

$$\frac{A}{x + a}, \quad \frac{B}{x + b}, \quad \frac{C}{x + c}$$

in only one way.

If

$$p = a + b + c, \quad q = bc + ca + ab,$$

find A, B, C.

Or,

15.

6*b.* Prove that the expression

$$ax^n + bx^{n-1} + \ldots + kx + l$$

can be expressed in the form

$$A(x + 1)(x + 2) \ldots (x + n) + B(x + 1)(x + 2) \ldots (x + n - 1)$$
$$+ \ldots + K(x + 1) + L.$$

Express

$$5x^3 + 7x^2 - 9x - 11$$

in this form.

GEOMETRY.

HONOURS GRADE.

Wednesday, 20th June.—2 P.M. to 4 P.M

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, 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.

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

15.   1. If two sides of a triangle be given in length, prove that the area of the triangle is a maximum when the contained angle is a right angle.

Prove that the perimeter of a square is less than that of any other parallelogram of equal area.

15.   2. Prove that the rectangle contained by the perpendiculars drawn from any point in the circumference of a circle to two fixed tangents is equal to the square of the perpendicular drawn from that point to the chord of contact.

Hence show that the centres of the inscribed circle and of one of the escribed circles of the triangle formed by the tangents and the chord of contact lie on the given circle.

15   3. $ABCD$ is a quadrilateral of which the four vertices are not in one plane. Prove that the straight lines which join the mid points of opposite sides meet in a point.

If P, Q, R, S are the centroids of the triangles BCD, CDA, DAB, ABC, prove that the quadrilateral $PQRS$ is similar to $ABCD$, and that their centre of similitude is the point of intersection of the straight lines which join the mid points of opposite sides of either quadrilateral.

Alternative Questions.

15.   4a. A, B, C are three points in a plane, and DE is a straight line in the plane. Find a point P in DE, and another point Q in the plane, such that the triangles APQ, BPQ, CPQ may be equal to three given areas.

From your construction deduce a proof of Menelaus' theorem.

Or,

15.   4b. ABC is a triangle, and points D, E, F are taken in BC, CA, AB such that

$$AB + BD = DC + CA,$$
$$BC + CE = EA + AB,$$
$$CA + AF = FB + BC.$$

Prove that AD, BE, CF meet in a point.
Prove that

$$AD^2 = \frac{1}{4a}(a+b+c)\left\{ -a^2 + a(b+c) + 2(b-c)^2 \right\}$$

when a, b, c, are the sides of the triangle ABC.

15.   5a. A, B, C, D are four points in a straight line such that C, D are harmonic conjugates with respect to A, B ; O is the mid point of AB. Prove that

(1) $OA^2 = OC \cdot OD$
(2) $DA \cdot DB = DC \cdot DO$

A, B, C being three given points in a straight line, find the position of D such that C and D may be harmonic conjugates with respect to A and B.

Prove that any circle through C and D intersects orthogonally the circle described on AB as diameter.

Value.

Or,

15.   5*b*. Having given three points in a harmonic range, construct a fourth
        point with the ruler only, and show that there are three
        solutions.

        Calculate the length of AD for the three cases, where the given
        points A, B, C are in order in a straight line, and $AB = 3''$,
        BC $2''$.

15.   Verify one of the cases by means of an accurately drawn figure.

      6*a*. V is the vertex of a pyramid which stands on a quadrilateral
        base $ABCD$.   Show that if $PQRS$ be the points of intersection
        of a plane with VA, VB, VC, VD, the locus of the intersection
        of PQ with RS is a straight line through V.

        If A, B, C, D be concyclic points, find the centre of the sphere
        circumscribing $VABCD$.

Or,

15   6*b*. AB, CD are two straight lines in space ; and from A, B, perpen-
        diculars AL, BM are drawn to CD. P, Q are two points in
        AB, and AB produced, such that

$$\frac{AP}{PB} = \frac{AQ}{BQ} = \frac{AL}{BM}.$$

        Prove that the planes PCD, QCD are at right angles to each other.

TRIGONOMETRY AND LOGARITHMS.

Honours Grade.

Thursday, 21st June.—2 P.M. to 3.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

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

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

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

15.   1. If $\tan 2A = x$, prove that

$$\tan A = \frac{1}{x} (\pm \sqrt{x^2 + 1} - 1),$$

        and explain the necessity for the double sign.

ABC is a circle whose centre is O.   The angles AOB, BOC are each
        45°.   The bisector of AOB meets the tangent at B in D ; and
        DE, drawn parallel to the chord BC, meet AC in E.   Prove
        that $AE = OA$.

15.   2. Prove that
$$(\cos \theta + i \sin \theta)^n = \cos n\theta + i \sin n\theta,$$
where n is a positive integer, and $i^2 + 1 = 0$.

Find the exponential values of $\sin \theta$ and $\cos \theta$; and hence express $\sin^3\theta \cos \theta$ in terms of sines of multiples of θ.

15.   3. Find an expression for the distances between the centres of the circumscribed and inscribed circles.

If r_1, r_2, r_3 be the radii of the escribed circles, prove that

$$(1)\ \ r_1 + r_2 + r_3 - r = 4R,$$

$$(2)\ \ \frac{1}{r_1} + \frac{1}{r_2} + \frac{1}{r_3} - \frac{1}{r} = 0.$$

Alternative Questions.

15.   4*a*. Find, from your tables, the values of $\sin^{-1} x$ to the nearest degree when

$$x = 0, \pm 0\cdot1, \pm 0\cdot2, \dots \pm 0\cdot9, \pm 1;$$

and hence construct the graph of

$$y = \sin^{-1} x, \text{ between the limits } y = -180^\circ, y = +180^\circ,$$

taking one inch horizontally to represent $0\cdot5$ and one inch vertically to represent 50°.

Or,

15.   4*b*. Prove that the nine-points circle of a triangle touches the inscribed and escribed circles.

15.   5*a*. Prove that in any triangle

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

If D, E are the points of contact of the sides AB, BC with the inscribed circle of the triangle ABC, and if DE meet AC in F, prove that

$$FC = \frac{b(a+b-c)}{2(c-a)}.$$

Or,

15.   5*b*. Find all the solutions of the equation

$$\tan \theta + \tan 2\theta + \tan 3\theta = 0.$$

15.   6*a*. Prove that

$$\sin \theta = \theta - \frac{\theta^3}{\underline{|3}} + \frac{\theta^5}{\underline{|5}} - \cdots$$

Assuming that $\pi = 3\cdot14159$, use this identity to express $\sin 10$ correct to five decimal places.

Or,

15.   6*b*. Prove that

$$\cos \theta, \quad \cos 2\theta, \quad \cos 3\theta, \dots$$

form a recurring series whose scale of relation is

$$1 - 2x \cos \theta + x^2 = 0;$$

find the generating function and deduce the expansion of $\cos n\theta$ in terms of $\cos \theta$.

ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Tuesday, 26th June.—2 P.M. to 3.30 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 mis-apprehension as to what is really required.

13. 1. Explain the meaning of component and resultant velocities.

A ship is sailing northwards at the rate of 10 miles an hour. A sailor in the ship goes across the deck from a point on the west side to the opposite point on the east side at the rate of $5\frac{1}{3}$ miles per hour. Find the velocity of the sailor relatively to the surface of the Earth, and show its direction by an accurate diagram.

13. 2. State the parallelogram of forces.

$ABCD$ is a given parallelogram, and E is the mid point of CD. Find the resultant of the three forces represented by BC, BE, EA.

13. 3. Define acceleration.

A body moving in a straight line with uniform acceleration contrary to the direction of motion has at a certain instant a velocity of 420 feet per second. One minute later its velocity is 260 feet per second. Find the acceleration.
Find also in how much longer time the body will come to rest.

13. 4. Find the centre of gravity of a uniform triangular lamina.
Show that it coincides with the centre of gravity of three equal particles placed at its vertices.

13. 5. A body, acted on by a horizontal force, rests on a smooth inclined plane. Prove that the force bears to the weight of the body the same ratio that the height of the plane bears to its base.
A horizontal force equal to the weight of 5 pounds keeps a body weighing $5\frac{1}{4}$ pounds at rest on a smooth inclined plane. Find the reaction of the plane.

13. 6. Describe and explain the action of a syphon in emptying a vessel, and show how a syphon may be employed so that a vessel into which water flows steadily may be emptied at intervals.

12. 7. A body weighs in air $7\frac{1}{2}$ pounds, in water $5\frac{1}{2}$ pounds, and in another liquid 6 pounds. Find the specific gravity of the liquid.

HIGHER DYNAMICS.

Additional Mathematical Subject.

(Honours.)

Tuesday, 26th June.—2 P.M. to 3.30 P.M.

All the steps of the proofs must be given, and the work of the calculations should be shown in full.

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.

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

15. 1. Define the Centre of Gravity of a body, and show how to find the centre of gravity of a number of particles of given mass and position.

   Prove that if the different particles be in motion in different directions with different speeds, each particle moving with uniform velocity, the centre of gravity is also moving with uniform velocity.

15. 2. Prove the parallelogram of forces.

   Three beams BC, CA, AB, of lengths 3, 5, 4 feet, are connected by smooth hinges at A, B, C. The ends of the beam CA rest on pillars of equal height. The other two are in a vertical plane, B being above CA, and a weight of 25lbs. hangs from the hinge at B. If the weight of the beams themselves may be neglected, find the stresses in each beam and the reactions at B and C.

15. 3. A particle is projected from a given point in a given manner. Determine its position at any time, and find its range on a horizontal plane through the point of projection in terms of the original horizontal and vertical velocities.

   Two particles are projected at the same moment from a given point with any velocities whatever. Show that the distance between the particles increases uniformly with the time.

Alternative Questions.

15. 4a. Define Work, and give the meanings of foot-pound, horse-power, dyne, and erg. Express an erg as a decimal fraction of a foot-pound, assuming 1 gram = ·0022 pound, and 1 centimetre = ·0328 feet.

Or

15.   4*b*. Explain shortly what is meant by Kinetic Energy. State the relation between the mass, velocity, and kinetic energy of a body.

        A particle of mass M is let fall, and simultaneously a particle of mass M' is projected upwards with a velocity of 96 feet per second. Find the ratio of M to M' in order that after an interval of 6 seconds the two particles may have the same kinetic energy.

15.   5*a*. Prove that when a body is wholly or partially immersed in a fluid the resultant pressure of the fluid on the body is equal in amount but opposite in direction to the weight of the portion of the fluid displaced by the body.

        A balloon contains 4,000 cubic metres of coal gas, of specific gravity 0·00052. If the specific gravity of air be 0·00129, and the weight of the envelope and car be 1500 kilograms, find what additional weight it will sustain. (A cubic centimetre of water weighs a gramme.)

Or

15.   5*b*. Find an expression for the pressure at a point in a liquid n feet below the surface, if the pressure on the surface be k lbs. per square inch, and the specific gravity of the liquid be s.

        If the pressure in a water main exceed the atmospheric pressure by 40 lbs. per sq. in., find the greatest height to which the water can rise above the main.

15.   6*a*. State the laws of friction.

        A force F keeps a mass M moving up an inclined plane with constant velocity v. The inclination of the plane to the horizontal plane is a, and μ is the coefficient of friction between the mass and the plane.

        If $\mu = \tan \epsilon$, prove that the rate at which F does work is

$$\frac{Mgv \sin (a + \epsilon)}{\cos \epsilon}$$

Or

15.   6*b*. Forces act on a rigid body along the sides of a polygon taken in order the same way round, and respectively proportional to the lengths of the sides along which they act. Prove that the resultant of these forces is a couple proportional to the area of the polygon.

        Forces represented by straight lines AB, BD, DC, CA act on a rigid body along these lines, and are in equilibrium. Prove that BC is parallel to AD.

GEOMETRICAL CONICS.

Additional Mathematical Subject.

(*Higher Grade and Honours.*)

Tuesday, 26th June.—4 P.M. to 5.30 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. A triangle ABC is cut out of paper, and is folded across so that the point A falls on a point in BC. Prove that the crease is a tangent to the parabola of which the first position of A is the focus and BC is the directrix.

Find the point of contact of the crease.

15.   2. If P be a point on a parabola of which S is the focus, and K be a point on the tangent at P, and if KL and KM be the perpendiculars from K to SP and the directrix, prove that $KM = SL$.

Hence, or otherwise, show how to draw a second tangent to the parabola from K.

15.   3. Two chords PQ, RS are drawn in a parabola parallel to two fixed directions. If these meet in O, prove that the rectangle $PO \cdot OQ$ bears a fixed ratio to the rectangle $RO \cdot OS$.

Hence show that if a circle PQR cut a parabola in the points P, Q, R, S, the chords PR, QS are equally inclined to the axis of the parabola.

15.   4. If from the foci S, S' of an ellipse SL, $S'M$ are drawn perpendicular to the tangent at P, prove that $CL = CM = CA$, and $SL.S'M = CB^2$, where CA, CB are the semi-axes major and minor.

15.   5. Prove that any two tangents to an ellipse which are at right angles to each other intersect on a fixed circle.

Hence show that all rectangles which circumscribe an ellipse have their vertices in a fixed circle.

15.   6. Define a hyperbola, and prove that it has two infinite branches.

If S be the focus of a hyperbola, P a point on the curve, PM the perpendicular from P to the directrix, P' the point in which PM produced meets the other branch of the hyperbola, prove that SM bisects the angle PSP'.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 26th June.—12 Noon to 1.30 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.

15.   1. The co-ordinates of the vertices of a triangle are (6, 4), (5, 2), (2, 3).

Find (1) the co-ordinates of the mid points of the sides, (2) the equations of the medians, (3) the co-ordinates of the point of intersection of the medians, illustrating your figure by a drawing to scale.

15.   2. Find an expression for the tangent of the angle contained by the straight lines

$$y = ax + b, \qquad y = cx + d.$$

Find c in terms of a, (1) when the lines are parallel, (2) when they make an angle of $90°$, (3) when they make an angle of $45°$.

15.   3. Prove that the equation

$$ax^2 + 2bxy + cy^2 = 0,$$

represents two straight lines through the origin.

Find the equation which represents two straight lines through the origin, one of which passes through the point (1, 2) and the other through the point (2, 1).

15.   4. Show that the equation

$$x^2 + y^2 + ax + by + c = 0,$$

may be made to represent any circle by taking suitable values of a, b c.

Find the equation of the circle which passes through the points (1, 1), (2, 0), (3, 3).

15.   5. Prove that the straight line

$$y = mx + c \sqrt{1 + m^2}$$

touches the circle $x^2 + y^2 = c^2$ for all values of m.

Find the equations of the straight lines parallel to the line, $x + y = 0$, which touch the circle, $x^2 + y^2 = 8$; illustrating your answer by an accurate figure.

15.   6. Find the equations of two circles, each of which touches the axis OX and also passes through the points (1, 2), (3, 4).

BOOK-KEEPING.

Friday, 22nd June.—2 P.M. to 5 P.M.

25.   *Marks are given for writing, ruling and style.*

101.   1. On 1st March, 1906, the Ledger Balances of John Logan, Weaver, were :—

Debtor.	£	s.	d.	Creditor.	£	s.	d.
Machinery - - -	812	10	0	Brown Bros. - -	155	19	6
Manufactured Goods	1,220	0	0	Capital - -	4,250	0	0
Materials (used in Manufacturing) -	764	5	0				
Bank - - -	1,550	6	6				
Cash - - -	21	8	0				
Jones & Co. - -	37	10	0				
	£4,405	19	6		£4,405	19	6

He made the following transactions :—

1906			£	s.	d.
March 2.	Purchased Premises from A. Lyon (by cheque)		1,500	0	0
	Note.—He let as a store part of the premises which he did not require.				
,, 5.	Received from Jones & Co. and lodged in Bank -		35	12	6
,, ,,	Discount allowed to them - - - - -		1	17	6
,, 9.	Sold Manufactured Goods to Jones & Co. -		264	0	0
,, 20.	Paid Fire Insurance (in cash) - - - -		7	10	0
April 4.	Received Jones & Co.'s acceptance at 3 m/d. -		264	0	0
,, 7.	Bought Materials of A. Robertson - - -		125	0	0
,, 10.	Paid Brown Bros. (by cheque) - - -		140	7	6
,, ,,	Discount allowed by them - - - -		15	12	0
,, ,,	Discounted Jones & Co.'s acceptance at Bank yielding - - - - - - - -		260	14	0
,, 23.	Accepted A. Robertson's Bill - - - -		125	0	0
May 2.	Sold Goods to J. and A. Stoakes - - -		328	0	0
,, 8.	Bought Materials of Brown Bros. - - -		81	0	0
,, 26.	Received rent of Store to 31st current (in cash) -		5	10	0
,, 30.	Cash drawn from Bank - - - - -		25	0	0
,, 31.	Paid Salaries and Wages (by cheque) - -		120	0	0
,, ,,	,, ,, (in cash) -		32	7	6
,, ,,	Values at this date Manufactured Goods -		1,165	10	0
,, ,,	,, ,, Materials -		777	1	3
,, ,,	Taxes for Quarter to date due but not paid - -		30	0	0
,, ,,	Depreciation on Machinery to be written off— 2½ per cent.				

Record the opening entries, the transactions, and closing entries in :—
         Cash Book ;
         Invoice (or Goods Bought) Book ;
         Day (or Goods Sold) Book ;
         Journal.

Post from these to a Ledger.
Frame Profit and Loss Account for the quarter ending 31st May 1906, and a Balance Sheet as at 31st May 1906.
Only entries not suitable for the other books are to be entered in the Journal.

24.

2. (*a*) A.B. sold to C.D. goods invoiced at £500 ; C.D. returned £20 worth of the goods ; A.B. erroneously entered the latter transaction as if he had sold C.D. an additional £20 worth of goods.

Give the Journal entries required to put the matter right in A.B.'s books.

(*b*) On the 1st February 1906, A.B. bought from C.D. goods invoiced at £100, for which he gave C.D. his bill at 3 m/d. C.D. discounted the bill, the proceeds, £98 15*s.*, being credited to his bank account. When the bill became due, A.B. was unable to meet it, and C.D. had to take it up.

Record these transactions in C.D.'s Journal.

COMMERCIAL ARITHMETIC.

First Paper.

Tuesday, 26th June.—9.30 A.M. to 10 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 $\begin{cases} \textit{Name of School} \underline{\hspace{4cm}} \\ \textit{Name of Pupil} \underline{\hspace{4cm}} \end{cases}$

3.

1. Add the following sums of money, and subtract nine times the first line from your result :—

£	s.	d.
176935	19	11½
89277	17	6¾
618248	9	10½
975649	17	6
419365	13	4½
987349	9	8
126534	18	10¼
969417	11	11
876994	19	8¼

7.   2 Write down the values of—

234716953 × 11 -   .   .   .   .

417296534 × 25 -   .   .   .   .

643917258 × 12 -   .   .   .   .

2716 × 34 - ·   .   .   .   .

654678228 ÷ 12 -   .   .   .   .

321936575 ÷ 25 -   .   .   .   .

47149625 ÷ 125 -   .   .   .   .

5.   3. Calculate the following percentages :—

5 % of £416932   .   .   .

4 % of £391165   -   .   .   .

2½ % of £624163   -   .   .   .   .

12 % of £6735   .   .   .   .

95 % of £14500   -   .   .   .   .

6.   4. Write down the cost of—

784 articles at 13s. 4d. each   -   -

6 tons 16 cwts. 2 qrs. at £12 10s. per ton

260 yards at 2d. per inch   -   -   -

3.   5. Express—

456 centimetres + 32 decimetres in millimetres -   .   ·   ·.   .   .

137 square centimetres as a decimal fraction of a square metre   .   ·   .

472 cubic metres as cubic millimetres   .

1.   6. What is the remainder when the following number is divided by 9 ?

3721845023465   .   -   .   .

COMMERCIAL ARITHMETIC.

Second Paper.

Tuesday, 26th June.—10 A.M. to 11.30 A.M.

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. Express in kilograms the weight of 447 hektolitres of a liquid weighing 1·2 grams per cubic centimetre. (A litre is a cubic decimetre.)

8. 2. A cistern is 4 feet 3 inches long, 3 feet 9 inches broad, 2 feet 8 inches deep (internal measurement), find how many cwts. of water it contains, assuming that a cubic foot of water weighs 1000 ounces.

7. 3. A firm owes another firm £1000 due 6 months hence, £500 due 4 months hence, and £250 due 3 months hence, find at what time a single payment of £1750 will equitably liquidate all three debts.

12. 4. Explain the method by which sums less than £1 can be rapidly expressed as decimal fractions of £1.

Express the following items as decimals of a pound correct to three places, add them as decimals, and bring the answer to pounds, shillings and pence :—

    6s. 11½d., 13s. 7¾d., 10s. 6d., 3s. 4¼d., 9s. 3¾d.

Test your result by adding the items in the ordinary way, and explain any discrepancy.

7. 5. A company has issued the following stocks and shares :—

      £20000 3½ per cent. Debenture Stock,
      £25000 4½ per cent. Preference Stock,
      100000 ordinary shares of £2 each.

If the net profits in a certain year be £12825, find what rate per cent. of dividend can be paid on the ordinary shares.

8. 6. A man invested a sum of money in a 3½ per cent. Stock when it stood at £12 above its par value (100), and sold it 10 years later at £12 below par, receiving £600 less than he paid for it. Find the amount of stock he bought, and the annual income he received from it. (Disregard brokerage and other expenses of buying and selling.)

7.

7. What is meant by saying that Great Britain adopts a gold standard for its currency ?

Explain why 20 shillings can always be exchanged for a sovereign although the price of silver varies.

11.

8. A London merchant owes 5942 dollars payable in New York to a merchant there. The latter draws a bill on the London merchant at 30 days' sight in sterling. If the rate of exchange for 30 days' sight drafts be 4·85 dollars for £1, find the amount of the bill to the nearest penny.

If he had drawn the bill at 60 days' sight, would the rate of exchange as expressed in dollars per pound sterling be greater or less ? Give a reason for your answer.