LEAVING CERTIFICATE EXAMINATION, 1903.

EXAMINATION PAPERS.

ENGLISH.

Lower Grade.

Thursday, 18th June.—10 A.M. to 12.30 P.M.

Every Candidate should answer *nine* questions (AND NOT MORE THAN NINE), of which *five* must be in Section I., *two* in Section II. and *two* in Section III. Questions 1, 2, and 3 must be attempted.

VALUE

SECTION I.

10.

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

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

15.

  (*a.*) Photography.

  (*b*) A Shipwreck.

3. Paraphrase the following, so as to express the meaning of the whole poem as well as the meaning of the parts :—

The Last Voyage of La Perouse.

Sad bourne of all his toils—with all his band—
To *sleep*, wreck'd, shroudless, on a savage strand !
Yet what is all that fires a hero's scorn
Of death ? the hope to live in hearts *unborn* :
Life to the brave is not its fleeting breath,
But worth, foretasting fame, *that* follows death.

15.

That worth had La Perouse, that meed he won ;
He sleeps, his life's long stormy watch is done.
In the great *deep*, whose boundaries and space
He measured, Fate ordain'd his resting-place ;
But *bade* his fame, like the Ocean rolling o'er
His relics, visit every earthly shore.
Fair Science on that Ocean's azure robe
Still writes his name in picturing the globe,
And paints (what fairer wreath could glory twine ?)
His watery course, a world-encircling line.

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4. Parse the words italicised in the foregoing passage.

Make a general analysis of the following :—

10.

> I hope it is no very cynical asperity not to confess obligations where no benefit has been received, or to be unwilling that the public should consider me as owing that to a patron, which Providence has enabled me to do for myself.

10.   5. " The poet, painting pureness, tells of lilies, figures power by Rome, and each thing shows by something else." Give some account, with examples, of the figures of speech which are founded on resemblance.

10.   6. Write ten short sentences, each containing one of the following words correctly used so as to bring out its meaning :— awfully, plastic, capacious, transpire, constant, partake, calculate, intermittent, unique, amidst.

   7. Point out the faults in the following sentences, and re-write each sentence so as to remove all obscurity, absurdity, or inaccuracy :—

   (*a*.) There were very few passengers, who escaped without serious injury.

   (*b*.) Wanted, a gentleman of good ability and pleasant manners to travel in sacks throughout the North of England.

10.   (*c*.) A King is the pilot of the State and should therefore be very careful to edify his subjects by his example.

   (*d*.) Montmorency saw the black flag hoisted with a smile of contempt.

   (*e*.) The heroine is as wild, fascinating and romantic as ever trod the stage of theatre or page of romance.

10.   8. Give an account of the following works and of their authors :— *Faerie Queene, Essay on Man, Minstrelsy of the Scottish Border, The Seasons, The Vicar of Wakefield.*

SECTION II.

10.   9. Write short papers (of about a page each) on *two* of the following subjects :—The origin of trial by jury ; the Heptarchy ; the Cabinet ; the National Debt ; the causes of the Hundred Years' War ; the hereditary descent of the English crown ; the Feudal system ; the dissolution of the monasteries ; Oliver Cromwell's foreign policy ; the growth of British power in the East.

10.   10. Give some account of *four* of the following :—Hengist and Horsa ; The Venerable Bede ; Offa's Dyke ; The Peace of Wedmore ; The Claim of William of Normandy to the Crown of England ; The Battle of the Standard ; The Revolt of Henry II.'s Sons ; The Loss of Normandy ; The Provisions of Oxford ; The Rival Claims of Balliol and Bruce ; The Black Death ; John Wiclif ; The Battle of Otterburn ; The Statute " de heretico comburendo " ; The Battle of Tewkesbury ; The Star Chamber ; The

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Divorce of Katharine of Aragon ; Francis Drake ; The Millenary Petition ; The Short Parliament ; The Solemn League and Covenant ; The Campaigns of Montrose ; The Ministry of Clarendon ; The first Whigs and Tories ; The Capture of Gibraltar ; The Stamp Act ; The Middlesex Election ; The Union of Great Britain and Ireland ; The Battle of the Nile ; The Chartists ; The Repeal of the Corn Laws ; The Treaty of Berlin.

11. Illustrate the following from English and Scottish History—

> " Let us sit upon the ground,
> And tell sad stories of the death of Kings:
> How some have been depos'd, some slain in war,
> Some haunted by the ghosts they have depos'd,
> Some poison'd by their wives, some sleeping killed."

10.

SECTION III.

10. 12. Describe the principal harbours of the South and East Coasts of Great Britain.

10. 13. Show by examples how the character of its rivers may affect the history and civilisation of a country.

10. 14. Say where *ten* of the following places are situated, and mention anything for which each of the ten is remarkable :—Lake Chad, Aleppo, Medina, Socotra, Hayti, Hyderabad, Bizerta, Upsala, Para, Avignon, Gettysburg, Ravenna, Teheran, Graaf Reinet, Woodstock, Sokoto, Ballarat, Yorktown, Bangkok, Irkutsk, Prestonpans.

ENGLISH.

LOWER GRADE.

Thursday, 18th June.—10.45 A.M.

Passage for Dictation.

Of the lives of poets, collected from posthumous record and oral tradition, as little is known with certainty, much must be left to conjecture. He therefore, who presents his own memoirs to the public, may surely merit the reasonable applause of all whose minds are emancipated from the petulance of envy, the fastidiousness of hypercriticism, and the exacerbation of party. My parents were reputable tobacconists, and kept me behind the counter to negociate the fragrant dust and the tranquillizing quid. The first scintillation of my genius was elicited by reading a ballad in the shop, while the woman who sold it to me was stealing a canister of snuff. This specimen of mental abstraction showed that I would never make a good tradesman, but that I might make an excellent scholar. A tutor was accordingly appointed for me, and I soon passed from the insipidity of the accidence and syntax, to the music of a Virgil and the resonant thunder of a Demosthenes.

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ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 18th June.—10 A.M. to 1 P.M.

Every Candidate should answer *nine* questions (AND NOT MORE THAN NINE). Every Candidate must take Questions 1 and 2, and *three* other questions in Section I. Higher Grade Candidates should take, also, *two* questions from Section II., and *two* from Section III.

Honours Candidates are not required to answer questions from Sections II. and III., but may do so. The full number of marks can be obtained in Section I.

SECTION I.

15.

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

    (*a.*) Solitude.

    (*b.*) The advantages and disadvantages of Party Government.

2. Paraphrase the following so as to express the meaning of the whole poem as well as the meaning of the parts :—

15.

> When, in disgrace with fortune and men's eyes,
> I all alone *beweep* my outcast state,
> And trouble deaf heaven with my *bootless* cries,
> And look upon myself, and curse my fate,
> Wishing me like to one more rich in hope,
> Featur'd like him, like him with friends *possess'd*,
> Desiring this man's art, and that man's scope,
> With what I most enjoy contented least ;
> Yet in these thoughts myself almost despising,
> *Haply* I think on thee,—and then my state,
> Like to the lark at break of day arising
> From sullen earth, sings hymns at heaven's gate ;
> For thy sweet love *remember'd* such wealth brings
> That then I scorn to change my state with kings.

10.

3. Write short grammatical notes on the words italicised in the above passage.

Make a general analysis of the following sentence :—

> If by a more noble and more adequate conception that be considered as wit which is at once natural and new, that which, though not obvious, is upon its first production acknowledged to be just ; if it be that, which he that never found it wonders how he missed ; to wit of this kind the metaphysical poets have seldom risen.

10.

4. Explain fully with illustrations the meaning of *four* of the following terms :—

    Metaphor ; Antithesis ; Bathos ; Climax ; Hyperbole ; Euphemism ; Tautology ; Solecism.

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5. Point out the faults in the following sentences, and re-write each sentence so as to remove all obscurity, absurdity, or inaccuracy :—

    (*a.*) There were very few passengers, who escaped without serious injury.

10.

    (*b.*) Wanted, a gentleman of good ability and pleasant manners to travel in sacks throughout the North of England.

    (*c.*) A King is the pilot of the State and should therefore be very careful to edify his subjects by his example.

    (*d.*) Montmorency saw the black flag hoisted with a smile of contempt.

    (*e.*) The heroine is as wild, fascinating and romantic as ever trod the stage of theatre or page of romance.

10.

6. Give some account of the derivation and history of *five* of the following words :—Naughty, fellow, apron, villain, conjuror, mob, fee, mint, cathedral, electrocute, shamefaced, pencil.

10.

7. Give a brief account of *four* of the following poems, describing in each case the metre in which the poem is written :—Hudibras, Ulysses, Elegy in a Country Churchyard, The Medal, Il Penseroso, Thyrsis, Isabella, The Dance of the Seven Deadly Sins, The Cloud, Cadyow Castle, Ode to Duty, Kubla Khan.

10.

8. Compare any one of Shakespeare's comic characters with any one of Scott's.

9. Give an account of any famous biography written in English, and discuss its merits.

Section II.

10.

10. Write short papers (of about a page each) on *two* of the following subjects :—The Origin of Trial by Jury ; The Heptarchy ; The Cabinet ; The National Debt ; The Causes of the Hundred Years' War ; The Hereditary Descent of the English Crown ; The Feudal System ; The Dissolution of the Monasteries ; Oliver Cromwell's Foreign Policy ; The Growth of British Power in the East.

10.

11. Give some account of *four* of the following :—Hengist and Horsa ; The Venerable Bede ; Offa's Dyke ; The Peace of Wedmore ; The Claim of William of Normandy to the Crown of England ; The Battle of the Standard ; The Revolt of Henry II.'s Sons ; The Loss of Normandy ; The Provisions of Oxford ; The Rival Claims of Balliol and Bruce ; The Black Death ; John Wiclif ; The Battle of Otterburn ; The Statute " de heretico comburendo ; " The Battle of Tewkesbury ; The Star Chamber ; The Divorce of Katharine of Arragon ; Francis Drake ; The Millenary Petition ; The Short Parliament ; The Solemn League and Covenant ; The Campaigns of Montrose ; The Ministry of

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Clarendon ; The First Whigs and Tories ; The Capture of Gibraltar ; The Stamp Act ; The Middlesex Election ; The Union of Great Britain and Ireland ; the Battle of the Nile ; The Chartists ; The Repeal of the Corn Laws ; The Treaty of Berlin.

12. Illustrate the following from English and Scottish history :—

10.

> " Let us sit upon the ground,
> And tell sad stories of the death of Kings,
> How some have been depos'd ; some slain in war ;
> Some haunted by the ghosts they have depos'd ;
> Some poison'd by their wives ; some sleeping kill'd."

SECTION III.

10.   13. Describe the principal harbours of the South and East Coasts of Great Britain.

10.   14. Show by examples how the character of its rivers may affect the history and civilisation of a country.

10.

15. Say where *ten* of the following places are situated, and mention anything for which each of the ten is remarkable :—Lake Chad, Aleppo, Medina, Socotra, Hayti, Hyderabad, Bizerta, Upsala, Para, Avignon, Gettysburg, Ravenna, Teheran, Graaf Reinet, Woodstock, Sokoto, Ballarat, Yorktown, Bangkok, Irkutsk, Prestonpans.

ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 24th June.—10 A.M. to 1 P.M.

About SIX *questions should be answered.   At least* FOUR *of these must be taken from Section I.*

SECTION I.

16.   1. What can you gather from Chaucer's *Prologue* concerning the religious life of his age ?

16.   2. Give some account of any *three* translations of the Bible into English.

16.   3. Describe the work of the Scottish Chaucerians of the 15th and 16th centuries, and explain why they are so called.

16.   4. How does the work of Surrey and Wyatt mark the beginning of a new period in English poetry ?

16.   5. Sketch the rise of the English drama before Shakespeare.

VALUE.

16   6. Illustrate from any one of Shakespeare's plays the skill with which he blends two or more stories in a single play.

16.   7. Give some account of the work of any *two* writers of English essays before the time of Addison.

16.   8. Name a poem by each of the following, and give a fuller account of one of the poems you name :—Herrick, George Herbert, Campbell, Matthew Arnold, Rossetti, Swinburne.

16.   9. Describe any notable work in English Literature that is set forth in the form of a dream.

16.   10. Sketch the framework and the main ideas of the *Idylls of the King*.

16.   11. Compare Dickens with Thackeray as a portrayer of the life of his own time.

16.   12. Estimate the influence of any *one* of the following on English Literature :—Caxton, Dr. Johnson, Charles Lamb.

16.   13. Discuss Scott's representation of the middle ages *or* Shakespeare's representation of Roman History.

16.   14. Contrast Shelley and Wordsworth.

Section II.

Optional Questions.

15. Translate :—

Ða wæs þa sume hwíle Godes ege on mancynne æfter þam flode, and wæs án gereord on him *eallum*. Ða cwædon hi betwux him þæt hi *woldon* wyrcan ane burh, and ænne stypel binnon þære byrig, swa heahne þæt his hrof *astige* up to heofenum : and begunnon þa to *wyrcenne*. Ða com God þærto, þaða hí *swiðost* worhton, and sealde ælcum men þe ðær wæs synderlíce spræce. þa wæron þær swa fela gereord swa ðær manna wæron ; and heora nán nyste hwæt oðer *cwæð*. And hí ða geswicon þære getimbrunge, and toferdon geond *ealne* middangeard. Ða siððan *wearð* mancynn þurh deofol beswicen, and gebiged fram Godes geleafan, swa þæt hí worhton him anlicnyssa, sume of golde, sume of seolfre, sume eac of stanum, sume of treowe, and sceopon him naman ; þæra manna naman þe wæron entas and yfel-dæde.

16.   16. Parse the words italicised in the above passage.

16.   17. Compare the structure of the sentence in Old English and in Modern English.

16.   18. What are the chief foreign influences on the English Language before the Norman Conquest ?

VALUE.

LATIN.

LOWER GRADE.

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

Candidates should in all cases attempt Question 1.

1. For Prose Composition :—

25.

Lupus and Marius meanwhile had marched against the Marsi. Marius advised Lupus not to hazard a battle. But Lupus thought that Marius wanted to get the consulship next year, and to reserve for himself the honours of the war. So he hastened to fight, and, throwing two bridges over the Tolenus, crossed by one himself, leaving Marius to cross by the other. As soon as the consul had reached the opposite bank, an ambuscade set by Vettius Scato attacked him, and slew him and eight thousand of his men. Their bodies, floating down the river, told Marius what had happened. Like the good soldier that he was, he promptly crossed and seized the enemy's camp.

2. Translate :—

20.

(*a*) Sed Catilina, postquam videt montibus atque copiis hostium sese clausum, in urbe res adversas, neque fugae neque praesidii ullam spem, optimum factu ratus in tali re fortunam belli temptare, statuit cum Antonio quam primum confligere. itaque contione advocata huiusmodi orationem habuit : 'Compertum ego habeo, milites, verba virtutem non addere, neque ex ignavo strenuum neque fortem ex timido exercitum oratione imperatoris fieri. quanta cuiusque animo audacia, natura aut moribus, inest, tanta in bello patere solet. quo loco res nostrae sint, iuxta mecum omnes intellegitis. quocunque ire placet, ferro iter aperiendum est. quapropter vos moneo, uti forti atque parato animo sitis et, cum proelium inibitis inmineritis vos divitias, decus, gloriam, praeterea libertatem atque patriam in dextris vestris portare. si vincimus, omnia nobis tuta erunt ; si metu cesserimus, eadem illa adversa fient neque locus neque amicus quisquam teget quem arma non texerint.'

[*Narrative of a Visit to Rome.*]

15.

(*b*) 'Duc age ! namque sequar, quamvis terraque marique
longinquo referam lassus ab orbe pedem.'
paruit, et ducens ' haec sunt fora Caesaris,' inquit,
' haec est a sacris quae via nomen habet,
hic locus est Vestae, qui Pallada servat et ignem,
haec fuit antiqui regia parva Numae.'
inde petens dextram ' Porta est' ait ' ista Palati,
hic Stator, hoc primum condita Roma loco est.'
singula dum miror, video fulgentibus armis
conspicuos postes tectaque digna deo.
et ' Iovis haec,' dixi, ' domus est ?'

3.

(*a*) In what metre is the preceding passage written ? Give the scansion of the first four lines, marking the quantity of each syllable and dividing the feet.

(*b*) Give (1) the meaning, (2) the gender, (3) the ablative singular, (4) the ablative plural, of the following words :— *gradus, vis, frigus, munus, leo, nepos, iter, nix, paries, mus.*

VALUE.

(*c*) Write down the comparative and the superlative of *bene, vetus, acer, idoneus, diu ;* and distinguish between *quidam* and *quisquam ; bis* and *bini ; ultra* and *ultro ; alias* and *aliter.*

22.

(*d*) Give the principal parts of *augeo, seco, promo, vincio, tango, sterno, spargo, reperio, perlimesco, orior.*

(*e*) Write short Latin sentences, translating them, to illustrate the constructions usual with each of the following verbs :— *indulgeo, paenitet, refert, gratulor, memini.*

4. Translate into Latin :—

(*a*) He promised me to return from the country before midnight.

(*b*) I think that you ought to write the letter as soon as possible.

12.

(*c*) The king ordered his son to lead the army across the river and to pitch his camp on the left bank.

(*d*) I asked him where he was going now, and how many months he had been in Syracuse.

5. Choosing any *two* of the following battles, state (*a*) when the battle was fought, (*b*) who were the commanders on each side, (*c*) what was the issue decided by the battle : *Metaurus, Aquae Sextiae, Pharsalus, Thapsus, Philippi, Actium.*

6.

LATIN.

HIGHER GRADE.

Monday, 22nd 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.

1. For Latin Prose :—

This Plautus was the son of Julia, and great-grandson of Tiberius. Becoming an object of suspicion to Nero, he retired—not from the Roman world, for that was impossible, but from the court—to Asia, where he lived in the pursuit of Stoic philosophy. Tigellinus, to stir up Nero's hatred against him, declared, 'That man, though of immense wealth, does not even pretend a wish for enjoyment, but is always bringing forward the examples of the ancient Romans. And he has now joined to these ideas the arrogance of the Stoics—a philosophy which makes men turbulent and restless.' It is easy to see that this accusation was a panegyric. It was followed by an order sent from Nero that Plautus should be put to death. His friends counselled resistance, but Caeranus and Musonius Rufus, two philosophers who were with him, preached the doctrine of resignation and fortitude ; and, armed with their suggestions, he met his death unmoved.

25.

VALUE. 2. Translate into English :—

(a) Quid ? Macedo Alexander, cum ab ineunte aetate res maximas gerere coepisset, nonne tertio ac tricesimo anno mortem obiit ? quae est aetas nostris legibus decem annis minor quam consularis. ex quo iudicari potest virtutis esse quam aetatis cursum celeriorem. nam, quod ei qui Caesari invident simulant se timere, ne verendum quidem est, ut tenere se possit, ut moderari, ne honoribus nostris elatus intemperantius suis opibus utatur. ea natura rerum est, patres conscripti, ut qui sensum verae gloriae ceperit quique se ab senatu, ab equitibus Romanis populoque Romano universo senserit civem carum haberi

20. salutaremque reipublicae nihil cum hac gloria comparandum putet. utinam C. Caesari, patri dico, contigisset adulescenti, ut esset senatui atque optimo cuique carissimus ! quod cum consequi neglexisset, omnem vim ingenii, quae summa fuit in illo, in populari levitate consumpsit. itaque cum respectum ad senatum et ad bonos non haberet, eam sibi viam ipse patefecit ad opes suas amplificandas quam virtus liberi populi ferre non posset. eius autem filii longissime diversa ratio est, qui cum omnibus est tum optimo cuique carissimus.

(The Praise of Rome.)

(b) Te canimus semperque, sinent dum fata, canemus :
    sospes nemo potest immemor esse tui.
obruerint citius scelerata oblivia solem,
    quam tuus ex nostro corde recedat honos.
nam solis radiis aequalia munera tendis,
    qua circumfusus fluctuat Oceanus.
volvitur ipsi tibi, qui continet omnia, Phoebus,
    eque tuis ortos in tua condit equos.

16. te non flammigeris Libye tardavit harenis,
    non armata suo reppulit Ursa gelu :
quantum vitales natura tetendit in axes,
    tantum virtuti pervia terra tuae,
fecisti patriam diversis gentibus unam :
    profuit invitis te dominante capi,
dumque offers victis proprii consortia iuris,
    urbem fecisti quod prius orbis erat.

3. (a.) Write short Latin sentences to illustrate the exact force of *quin, quominus, quippe qui, quotus* and *sive.* Translate your illustrations.

(b.) Translate the following sentences, and discuss the use of the subjunctive in each :—

    (i) peccasse mihi videor qui a te discesserim.

    (ii) quam vellem nescire litteras !

    (iii) vivamus, mea Lesbia, atque amemus.

16.   (iv) impetrare non potui quod religione se impedirent dicerent.

(c.) Translate the following expressions so as to bring out the exact force of *cum* in each case :—*cum videbat, cum vidit, cum viderat ; cum viderit* (Perf. Subj.), *cum videret, cum vidisset.*

VALUE.

(*d.*) Explain the use of the *genitives* and *datives* in the following :—

    (i) non multi cibi hospitem accipies, sed multi ioci.

    (ii) eo miseriarum venturus eram.

    (iii) exitio est avidis mare nautis.

    (iv) tresviri agris assignandis.

4. Scan the following lines, marking the quantity of every syllable and dividing the feet. Mention the name of the metre in each case :—

4.

    iamque hic germanum iamque hic ostentat ovantem
    Romanae spatium est urbis et orbis idem.
    quis post vina gravem militiam aut pauperiem crepat ?

5. Translate into Latin :—

    (*a.*) On the 13th of March, when I learned that my colleague was hard pressed by the enemy, I sent a strong force to his assistance.

    (*b.*) He was not the man to submit to an injury without seeking revenge.

12.

    (*c.*) If you ask him why he does not repent of his crime, he will answer that he has done nothing wrong.

    (*d.*) The more talkative a man is, the more reason you will have for doubting his wisdom.

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

    (*a.*) Give a short account of the chief events in Roman History from the time when Hannibal crossed the Alps to the date of the battle of the Metaurus.

7.

    (*b.*) Describe briefly the changes introduced into the Roman military system by C. Marius, and indicate the results of those changes. State briefly the political aims of Marius.

    (*c.*) Explain the following expressions :—*lex curiata de imperio ; decemviri legibus scribendis ; tribuni militares consulari potestate ; quaestio perpetua ; ordo equester.*

LATIN.

HONOURS.—FIRST PAPER.

Monday, 22nd June.—10 A.M to 1 P.M.

1. For Latin Prose :—

    When a State is threatened by serious dangers, the people frequently succeeds in selecting the citizens who are the most able to serve it. It has been observed that man rarely retains his customary level in presence of very critical circumstances ; he rises above, or he sinks below, his usual condition, and the same thing occurs in nations at large. Extreme perils sometimes quench the energy of a people instead of stimulating it ; they excite, without directing its passions ; and instead of clearing,

they confuse its powers of perception. The Jews deluged the
smoking ruins of their Temple with the carnage of the remnant
of their host. But it is more common, both in the case of
nations and in that of individuals, to find extraordinary virtues

70.

arising from the very imminence of the danger. Great charac-
ters are then thrown into relief, as the edifices which are con-
cealed by the gloom of night are illuminated by the glare of a
conflagration. At those dangerous times genius no longer
abstains from presenting itself in the arena ; and the people,
alarmed by the perils of its situation, buries its envious passions
in a short oblivion. Great names may then be drawn from the
urn of election.

2. For Latin Verse Composition :—

(*a.*) Translate into Hexameters :—

So on the bridge that damsel block'd the way,
And questioned Hermod as he came, and said :—
  ' Who are thou on thy black and fiery horse
Under whose hoofs the bridge o'er Giall's stream
Rumbles and shakes ? Tell me thy race and home.
But yestermorn five troops of dead passed by,
Bound on their way below to Hela's realm,
Nor shook the bridge so much as thou alone.
And thou has flesh and colour on thy cheeks,

30.

Like men who live and draw the vital air ;
Nor lookst thou pale and wan, like men deceased,
Souls bound below, my daily passers here.'
  And the fleet footed Hermod answer'd her :—
' O damsel, Hermod am I called, the son
Of Odin ; and my high-roof'd house is built
Far hence, in Asgard, in the city of gods.'

(*b.*) Translate into Elegiacs :—

Crushed by the waves upon the crag was I,
  Who still must hear these waves among the dead,
Breaking and brawling on the promontory,
  Sleepless ; and sleepless is my weary head !
For me did strangers bury on the coast
  Within the hateful hearing of the deep,
Nor death, that lulleth all, can lull my ghost,
  One sleepless soul among the souls that sleep !

OR, *as an alternative to verse composition,*

Write a Latin dialogue, in which two statesmen discuss the
relative importance to the British Empire of a strong army and
of a strong fleet.

OR

Write a Latin letter, as from an eye-witness, describing the
volcanic eruptions in the West Indies of last summer.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 24th June.—2 to 5 P.M.

1. Translate into English :—

(*a*.)   Et hercule per instructa omnia ordinibus virorum mulierumque
undique ex agris effusorum inter vota et preces et laudes ibant :
illos praesidia reipublicae, vindices urbis Romanae imperiique
appellabant ; in illorum armis dextrisque suam liberorumque
salutem ac libertatem repositam esse. deos omnes deasque
precabantur, ut illis faustum iter felixque pugna et matura ex
hostibus victoria esset, damnarenturque ipsi votorum quae pro
eis suscepissent, ut, quemadmodum nunc solliciti prosequerentur

20.
eos, ita paucos post dies laeti ovantibus victoria obviam irent.
invitare inde pro se quisque et offerre et fatigare precibus, ut
quae ipsis iumentisque usui essent ab se potissimum sumerent :
benigne omnia cumulata dare. modestia certare milites, ne quid
ultra usum necessarium sumerent ; nihil morari, nec ab signis
absistere nec subsistere cibum capientes ; diem ac noctem ire ;
vix quod satis ad naturale desiderium corporum esset quieti
dare. et ad collegam praemissi sunt qui nuntiarent adventum
percunctarenturque, clam an palam, interdiu an noctu venire
sese vellet, isdem an aliis considere castris. nocte clam intrare
melius visum est.

(*b*.)   Liceat discedere, Caesar,
          a rabie scelerum.   quaeris terraque marique
        his ferrum iugulis animasque effundere viles
        quolibet hoste paras : partem tibi Gallia nostri,
        eripuit, partem duris Hispania bellis,
        pars iacet Hesperia ; totoque exercitus orbe
        te vincente perit.   terris fudisse cruorem

20.
        quid iuvat Arctois Rhodano Rhenoque subactis ?
        tot mihi pro bellis bellum civile dedisti.
        cepimus expulso patriae cum tecta senatu,
        quos hominum vel quos licuit spoliare deorum ?
        imus in omne nefas, manibus ferroque nocentes,
        paupertate pii. finis quis quaeritur armis ?
        quid satis est, si Roma parum est ? iam respice canos,
        invalidasque manus et inanes carne lacertos.
        usus abit vitae, bellis consumpsimus aevum.
        ad mortem dimitte senes.

(*c*.)   Initium in ea parte circi ortum quae Palatino Caelioque mon-
tibus contigua est, ubi per tabernas quibus id mercimonium
inerat quo flamma alitur simul coeptus ignis et statim validus ac
vento citus longitudinem circi corripuit. neque enim domus
munimentis saeptae vel templa muris cincta aut quid aliud

20.
morae interiacebat. impetu pervagatum incendium plana
primum, deinde in edita adsurgens et rursus inferiora populando
anteiit remedia velocitate mali et obnoxia urbe artis itineribus
hucque et illuc flexis atque enormibus vicis, qualis vetus Roma
fuit. ad hoc lamenta paventium feminarum, fessa aetate aut
rudis pueritiae quique sibi quique aliis consulebant, dum

Value.

trahunt invalidos aut opperiuntur, pars mora, pars festinans, cuncta impediebant et saepe, dum in tergum respectant, lateribus aut fronte circumveniebantur, vel si in proxima evaserant, illis quoque igni correptis, etiam quae longinqua crediderant in eodum casu reperiebant. postremo, quid vitarent quid peterent ambigui, complere vias, sterni per agros : quidam amissis omnibus fortunis, alii caritate suorum quos eripere nequiverant, quamvis patente effugio interiere.

2. Translate the following, and write short notes on any peculiarities of construction that you observe :—

  (*a.*) Quis enim virtutem amplectitur ipsam.
      praemia si tollas ?

  (*b.*) dato bubus bibant omnibus.

  (*c.*) quid mihi scelesto tibi erat auscultatio ?

  (*d.*) desipiebam mentis cum ista scripta mittebam tibi.

18.

  (*e.*)   ego utrum
      nave ferar magna an parva, feror unus et idem.

  (*f.*) nisi ita esset, multi privatim ferebant Volscio iudicem.

  (*g.*) solus est hic qui nunquam rationes ad aerarium referat.

  (*h.*)   peream male, si non
      optimum erat.

  (*i.*) nominandi istorum tibi erit magis quam edundi copia.

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

  (*a.*) What evidence is there to support the belief that an Etruscan dynasty once reigned at Rome ?

  (*b.*) What were the causes that led to the First Punic War ? Show how the Romans were hampered by their constitutional system and had new lessons to learn.

  (*c.*) Describe the measures which Sulla took to re-establish the power of the Senate, and give a short account of his judicial reforms.

22.

  (*d.*) Discuss the character of Pompeius Magnus, and write a short sketch of his career.

  (*e.*) What were the titles and duties of the new class of officials appointed by Augustus to assist him in governing the empire ?

  (*f.*) Compare Horace as a writer of satire with any *one* other satirist, Roman or English.

  (*g.*) Characterise shortly the extant dramatists of Rome, and mention the more famous of those whose works are lost.

  (*h.*) 'History at Rome was often a prose epic or a panegyric.' Is this true ? What Roman historians show most of the modern spirit of critical research ?

VALUE.

GREEK.

LOWER GRADE.

Friday, 19th June.—2 to 4 30 P.M.

I. Translate :—

> Καὶ τότε μὲν οὕτως ἐκοιμήθησαν. ἅμα δὲ τῇ ἡμέρᾳ κηρύξας συνιέναι τῶν μὲν ἄλλων τοὺς ἄρχοντας, τοὺς δὲ Καδουσίους ἅπαντας, ἔλεξε τοιάδε· Ἄνδρες σύμμαχοι, ἀνθρώπινόν ἐστι τὸ γεγενημένον· τὸ γὰρ ἁμαρτάνειν ἀνθρώπους ὄντας οὐδὲν οἶμαι θαυμαστόν. ἄξιοί γε μέντοι ἐσμὲν τοῦ γεγενημένου πράγματος τούτου ἀπολαῦσαί τι ἀγαθόν, τὸ μαθεῖν μήποτε διασπᾶν ἀπὸ τοῦ ὅλου δύναμιν ἀσθενεστέραν τῆς τῶν πολεμίων δυνάμεως. ἀντὶ δὲ

40.

> τούτου, ἐὰν θεὸς θέλῃ, ἀμυνούμεθα τοὺς πολεμίους. ἀλλ’ ἐπειδὰν τάχιστα ἀριστήσητε, ἄξω ὑμᾶς ἔνθα τὸ πρᾶγμα ἐγένετο· καὶ ἅμα μὲν θάψομεν τοὺς τελευτήσαντας, ἅμα δὲ δείξομεν τοῖς πολεμίοις, ἔνθα κρατῆσαι νομίζουσιν, ἐνταῦθα ἄλλους αὐτῶν κρείττους, ὅπως γε μηδὲ τὸ χωρίον ἡδέως ὄψονται, ἔνθα κατέκανον ἡμῶν τοὺς συμμάχους· ἐὰν δὲ μὴ ἀντεπεξίωσι, καύσομεν αὐτῶν τὰς κώμας ἵνα μὴ ἃ ἡμᾶς ἐποίησαν ὁρῶντες ἥδωνται, ἀλλὰ τὰ ἑαυτῶν κακὰ θεώμενοι λυπῶνται.

ἀπολαύειν, "to profit," "to gain"; διασπᾶν, "to detach."

II. Translate into Greek :—

   (1) We asked how great the force (δύναμις) of the enemy was.

   (2) The messenger told us that our soldiers had died fighting for their country.

20.

   (3) They promised (ὑπισχνοῦμαι) to go away if we gave them money.

   (4) On the same day he pursued the barbarians on horseback.

   (5) Let us wait till things in the city are ready.

III. (a) Give—

   gen. sing. of κριτής, λαμπάς, ἀστήρ, κύων, σῶμα, οὖς.

15.

   dat. plur. of ἀγών, πατήρ, ῥήτωρ, γέρων, χάρις, ὕδωρ.

   gen. plur. fem. of ἐμαυτοῦ, οὗτος, ἑστώς, μέλας, βραχύς, ἑκών.

   Parse Διΐ, χθόνα, κλεῖν, βασιλεῦ, ὅτῳ, ἡδίους.

   Compare πένης, εὔνους, ὑγιής, πέπων, ἐγγύς, ῥᾴδιον.

(b) Parse, giving present indic. 1st sing. :—

> σχές, ἵστη, ἐκέκτητο, ᾐσθήσει, ἀπειρήκεσαν, ἐπαρθείς, συμπλεύσεσθαι, εἱστιάθη, μέμνησο, ἐγρηγορώς, ἀπεκρίνω, ἐπιστασθαι.

12.

Give—

   perf. inf. pass. of πείθω, φαίνω, τάσσω, βλάπτω.

   fut. part. nom. sing. masc. of κλαίω, πίνω, μάχομαι, πίπτω.

   2nd aor. opt. act. 2nd sing. of βαίνω, τέμνω, αἱρῶ, τρέχω.

VALUE.

(c) Distinguish in meaning between ἐσθίω τὸν ἄρτον and ἐσθίω
τοῦ ἄρτου : ἐλθὲ μετ’ ἐμοῦ and ἐλθὲ μετ’ ἐμέ : δι’ ἡμῶν
ἐγένετο and δι’ ἡμᾶς ἐγένετο : ὃ μὴ γένοιτο and ὃ οὐκ ἂν
γένοιτο.

Translate, explaining the syntax :—

(1) οὐκ ἐχρῆν λέγειν, ἐξὸν σιγᾶν.

(2) πειστέον ἐστὶ τῷ στρατηγῷ.

13.   (3) ἠπόρουν ὅποι ποτὲ τρέποιτο.

(4) κρείττων εἶναί φημι τὴν τέχνην ἐκείνου.

(5) μῶν ἔφθης με δεῦρο ἀφικόμενος ;

(6) μὴ προδῷς με, πρὸς θεῶν.

Give the Greek for:—a fifth part, five times, at home, home-
wards, along the river, in our power.

GREEK.

HIGHER GRADE.

Friday, 19th 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.)*

I. Translate :—

[*Persian character and training.*]

28.

καὶ τούτων οὐδὲν ἀλόγως γέγονεν, ἀλλὰ πάντ’ εἰκότως ἀποβέβηκεν· οὐ γὰρ
οἷόν τε τοὺς οὕτω τρεφομένους καὶ πολιτευομένους οὔτε τῆς ἄλλης ἀρετῆς
μετέχειν οὔτ’ ἐν ταῖς μάχαις τρόπαιον ἱστάναι τῶν πολεμίων. πῶς γὰρ ἐν
τοῖς ἐκείνων ἐπιτηδεύμασιν ἐγγενέσθαι δύναιτ’ ἂν ἢ στρατηγὸς δεινὸς ἢ
στρατιώτης ἀγαθός, ὧν τὸ μὲν πλεῖστόν ἐστιν ὄχλος ἄτακτος, πρὸς μὲν
τὸν πόλεμον ἐκλελυμένος, πρὸς δὲ τὴν δουλείαν ἄμεινον τῶν παρ’ ἡμῖν
οἰκετῶν πεπαιδευμένος, οἱ δ’ ἐν ταῖς μεγίσταις δόξαις ὄντες αὐτῶν οὐ
κοινῶς οὐδὲ πολιτικῶς οὐδεπώποτ’ ἐβίωσαν, ἅπαντα δὲ τὸν χρόνον διάγουσιν
εἰς τοὺς μὲν ὑβρίζοντες, τοῖς δὲ δουλεύοντες, θνητὸν μὲν ἄνδρα προσκυ-
νοῦντες καὶ δαίμονα προσαγορεύοντες, τῶν δὲ θεῶν μᾶλλον ἢ τῶν ἀνθρώπων
ὀλιγωροῦντες. τοιγαροῦν οἱ καταβαίνοντες αὐτῶν ἐπὶ θάλατταν, οὓς καλοῦσι
σατράπας, οὐ καταισχύνουσι τὴν ἐκεῖ παίδευσιν, ἀλλ’ ἐν τοῖς ἤθεσι τοῖς
αὐτοῖς διαμένουσι. ὡς δ’ ἁπλῶς εἰπεῖν καὶ μὴ καθ’ ἓν ἕκαστον, τίς ἢ τῶν
πολεμησάντων αὐτοῖς εὐδαιμονήσας ἀπῆλθεν, ἢ τῶν ὑπ’ ἐκείνοις γενο-
μένων οὐκ αἰκισθεὶς τὸν βίον ἐτελεύτησεν;

αἰκίζω, "maltreat."

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

[*Odysseus makes himself known to Telemachus.*]

(a) "οἵτις τοι θεός εἰμι· τί μ' ἀθανάτοισιν ἐίσκεις ;
ἀλλὰ πατὴρ τεός εἰμι, τοῦ εἵνεκα σὺ στεναχίζων
πάσχεις ἄλγεα πολλά, βίας ὑποδέγμενος ἀνδρῶν."
"Ὣς ἄρα φωνήσας υἱὸν κύσε, κὰδ δὲ παρειῶν
δάκρυον ἧκε χαμᾶζε· πάρος δ' ἔχε νωλεμὲς αἰεί.
Τηλέμαχος δ' — οὐ γάρ πω ἐπείθετο ὃν πατέρ' εἶναι —
ἐξαῦτίς μιν ἔπεσσιν ἀμειβόμενος προσέειπεν·
"οὐ σύ γ' Ὀδυσσεύς ἐσσι, πατὴρ ἐμός, ἀλλά με δαίμων
θέλγει, ὄφρ' ἔτι μᾶλλον ὀδυρόμενος στεναχίζω.
οὐ γάρ πως ἂν θνητὸς ἀνὴρ τάδε μηχανόῳτο
ᾧ αὐτοῦ γε νόῳ, ὅτε μὴ θεὸς αὐτὸς ἐπελθὼν
ῥηιδίως ἐθέλων θείη νέον ἠὲ γέροντα.
ἦ γάρ τοι νέον ἦσθα γέρων καὶ ἀεικέα ἕσσο·
νῦν δὲ θεοῖσιν ἔοικας, οἳ οὐρανὸν εὐρὺν ἔχουσιν."

[*Hermes leads the blind Oedipus to the place of his death.*]

(b) χῶρον δ', ἐπείγει γάρ με τοὐκ θεοῦ παρόν,
στείχωμεν ἤδη. μηδ' ἔτ' ἐντρεπώμεθα.
ὦ παῖδες, ὧδ' ἕπεσθ'· ἐγὼ γὰρ ἡγεμὼν
σφῷν αὖ πέφασμαι καινός, ὥσπερ σφὼ πατρί.
χωρεῖτε, καὶ μὴ ψαύετ', ἀλλ' ἐᾶτέ με
αὐτὸν τὸν ἱερὸν τύμβον ἐξευρεῖν, ἵνα
μοῖρ' ἀνδρὶ τῷδε τῇδε κρυφθῆναι χθονί.
ὦ φῶς ἀφεγγές, πρόσθε πού ποτ' ἦσθ' ἐμόν,
νῦν δ' ἔσχατόν σου τοὐμὸν ἅπτεται δέμας.
ἤδη γὰρ ἕρπω τὸν τελευταῖον βίον
κρύψων παρ' Ἅιδην· ἀλλά, φίλτατε ξένων,
αὐτός τε χώρα θ' ἥδε πρόσπολοί τε σοὶ
εὐδαίμονες γένοισθε, κἀπ' εὐπραξίᾳ
μέμνησθέ μου θανόντος εὐτυχεῖς ἀεί.

III. For Greek Prose :—

And being come amongst those barbarous people, methought that I
was entered into a new world. The first question which they demanded
of us was whether we had been with them heretofore or no. And
giving them answer that we had not, they began impudently to beg our
victuals from us. And having drunk off one flagon (ἀσκός) of our wine
they demanded another, saying, that a man goeth not into the house
with one foot. Howbeit, we gave them no more, excusing ourselves
that we had but a little. They were very inquisitive to know whether
I came of my own accord, or whether I were sent. I answered that no
man compelled me to come, neither had I come unless I myself had
been willing.

MANDEVILLE.

IV. (1) Give imper. ind. act. 2nd sing. of διδωμι, ἀπέχω, πεινῶ, ἐῶ.

fut. ind. midd. 3rd plur. of νομίζω, γιγνώσκω, ἵστημι, τρέφω.

perf. pass. part. nom. sing. masc. of ἀνοίγω, κλαίω, κείρω,
δουλῶ.

Parse, giving 1st sing. pres. ind. act. of προσῆσαν, παρίεσαν,
κατερρύη, εἰσενεγκόντων, ἐξετάθημεν, ἀπολελοιπυίας.

VALUE.

(2) Translate, explaining the syntax :—

(a) οὐκ ἔστιν ἄρχειν μὴ διδόντα μισθόν.

(b) κατάδηλοι ἦσαν οὐκ ἂν βουλόμενοι.

6.

(c) δυοῖν ἢ τριῶν δραχμῶν οὗτος πονηρός ἐστι.

(d) οὐκ ἂν προδοίην οὐδέ περ πράσσων κακῶς.

(e) ὡς τοίνυν μὴ ἀκουσομένων ἡμῶν, διανοεῖσθε.

(f) ἰτέον οὖν ἡμῖν ὁμόσε τοῖς πολεμίοις.

(3) Translate into Greek :—

(a) They send him away before hearing him.

(b) They do not send him away before hearing him.

(c) He does the same as we do.

6.

(d) How long have you been at war?

(e) He arrived late in the day.

(f) Do not depart from Athens.

(4) Give the meaning and construction of :—

3.   χαρίζεσθαι, διαλέγεσθαι, καταγιγνώσκειν, ἀνέχεσθαι, φείδεσθαι, τιμωρεῖν.

4.   Construct sentences illustrating the uses of διά with genit. and acc., and the construction of verbs of denying and fearing.

GREEK.

HONOURS.—FIRST PAPER.

Friday, 19th June.—2 to 5 P.M.

1. Translate :—

(1)

[*The casting of the lots to decide who shall fight with Hector.*]

20. ☐

τοῖς δ' αὖτις μετέειπε Γερήνιος ἱππότα Νέστωρ·
" κλήρῳ νῦν πεπάλασθε διαμπερές, ὅς κε λάχῃσιν·
οὗτος γὰρ δὴ ὀνήσει ἐϋκνήμιδας Ἀχαιούς."
Ὣς ἔφαθ', οἱ δὲ κλῆρον ἐσημήναντο ἕκαστος,
ἐν δ' ἔβαλον κυνέῃ Ἀγαμέμνονος Ἀτρείδαο.
λαοὶ δ' ἠρήσαντο, θεοῖσι δὲ χεῖρας ἀνέσχον·
ὧδε δέ τις εἴπεσκεν, ἰδὼν εἰς οὐρανὸν εὐρύν·
" Ζεῦ πάτερ, ἢ Αἴαντα λαχεῖν, ἢ Τυδέος υἱόν,
ἢ αὐτὸν βασιλῆα πολυχρύσοιο Μυκήνης."
Ὣς ἄρ' ἔφαν· πάλλεν δὲ Γερήνιος ἱππότα Νέστωρ,
ἐκ δ' ἔθορε κλῆρος κυνέης, ὃν ἄρ' ἤθελον αὐτοί,
Αἴαντος· κῆρυξ δὲ φέρων ἀν' ὅμιλον ἁπάντη
δεῖξ' ἐνδέξια πᾶσιν ἀριστήεσσιν Ἀχαιῶν.
οἱ δ' οὐ γιγνώσκοντες ἀπηνήναντο ἕκαστος.
ἀλλ' ὅτε δὴ τὸν ἵκανε φέρων ἀν' ὅμιλον ἁπάντη,
ὅς μιν ἐπιγράψας κυνέῃ βάλε, φαίδιμος Αἴας,
ἦ τοι ὑπέσχεθε χεῖρ', ὁ δ' ἄρ' ἔμβαλεν ἄγχι παραστάς,
γνῶ δὲ κλήρου σῆμα ἰδών, γήθησε δὲ θυμῷ.

VALUE.   **(2)**
—

[The ghost of Darius utters his warning to Atossa, mother of Xerxes.]

ΔΑΡΕΙΟΣ.   ΧΟΡΟΣ.

Δ.   ἀλλ' οὐδ' ὁ μείνας νῦν ἐν Ἑλλάδος τόποις
      στρατὸς κυρήσει νοστίμου σωτηρίας.
Χ.   πῶς εἶπας; οὐ γὰρ πᾶν στράτευμα βαρβάρων
      περᾷ τὸν Ἕλλης πορθμὸν Εὐρώπης ἄπο;
Δ.   παῦροί γε πολλῶν, εἴ τι πιστεῦσαι θεῶν
      χρὴ θεσφάτοισιν, ἐς τὰ νῦν πεπραγμένα
      βλέψαντα· συμβαίνει γὰρ οὐ τὰ μέν, τὰ δ' οὔ.

20.   κεῖπερ τάδ' ἐστί, πλῆθος ἔκκριτον στρατοῦ
      λείπει κεναῖσιν ἐλπίσιν πεπεισμένος.
      μίμνουσι δ' ἔνθα πεδίον Ἀσωπὸς ῥοαῖς
      ἄρδει, φίλον πίασμα Βοιωτῶν χθονί·
      οὗ σφιν κακῶν ὕψιστ' ἐπαμμένει παθεῖν,
      ὕβρεως ἄποινα κἀθέων φρονημάτων·
      οἳ γῆν μολόντες Ἑλλάδ' οὐ θεῶν βρέτη
      ᾐδοῦντο συλᾶν οὐδὲ πιμπράναι νεώς.

II. For Greek Prose:

      There are two reasons which may induce a Member of this House
to address it—he may hope to convince some of those to whom he
speaks, or he may wish to clear himself from any participation in a
course which he believes to be evil. In coming forward to speak on this
occasion, I may be told that I am like a physician proposing to prescribe
to-day for a man who died yesterday, and that it is of no use to insist
upon views which the Government and the House have already deter-

60. mined to reject. I feel, however, that we are entering upon a policy
which may affect the fortunes of this country for a long time to come,
and I am unwilling to lose this opportunity of explaining wherein I
differ from the course which the Government has pursued, and of clear-
ing myself from any portion of the responsibility which attaches to
those who support the policy which the Government has adopted.

<div style="text-align: right;">BRIGHT.</div>

VALUE.

GREEK.

HONOURS—SECOND PAPER.

Thursday, 25th June.—2 to 5 P.M.

I. Translate :—

(1) Παραλαβόντες δὲ οἱ Ἀθηναῖοι τὴν ἡγεμονίαν τούτῳ τῷ τρόπῳ ἑκόντων τῶν ξυμμάχων διὰ τὸ Παυσανίου μῖσος, ἔταξαν ἅς τε ἔδει παρέχειν τῶν πόλεων χρήματα πρὸς τὸν βάρβαρον, καὶ ἃς ναῦς. . . . . αἴτιαι δὲ ἄλλαι τε ἦσαν τῶν ἀποστάσεων καὶ μέγισται αἱ τῶν φόρων καὶ νεῶν ἔκδειαι, καὶ λειποστράτιον εἴ τῳ ἐγένετο· οἱ γὰρ Ἀθηναῖοι ἀκριβῶς ἔπρασσον καὶ λυπηροὶ ἦσαν, οὐκ εἰωθόσιν οὐδὲ βουλομένοις ταλαιπωρεῖν προσά-

20   γοντες τὰς ἀνάγκας. ἦσαν δέ πως καὶ ἄλλως οἱ Ἀθηναῖοι οὐκέτι ὁμοίως ἐν ἡδονῇ ἄρχοντες, καὶ οὔτε ξυνεστράτευον ἀπὸ τοῦ ἴσου τὸ ῥᾴδιόν τε προσάγεσθαι ἦν αὐτοῖς τοὺς ἀφισταμένους. ὧν αὐτοὶ αἴτιοι ἐγένοντο οἱ ξύμμαχοι· διὰ γὰρ τὴν ἀπόκνησιν ταύτην τῶν στρατειῶν οἱ πλείους αὐτῶν, ἵνα μὴ ἀπ' οἴκου ὦσι, χρήματα ἐτάξαντο ἀντὶ τῶν νεῶν τὸ ἱκνούμενον ἀνάλωμα φέρειν, καὶ τοῖς μὲν Ἀθηναίοις ηὔξετο τὸ ναυτικὸν ἀπὸ τῆς δαπάνης ἣν ἐκεῖνοι ξυμφέροιεν, αὐτοὶ δὲ ὁπότε ἀποσταῖεν, ἀπαράσκευοι καὶ ἄπειροι ἐς τὸν πόλεμον καθίσταντο.

(2) Ἴσως τοίνυν ἐκεῖνο ἄν τίς μ' ἔροιτο, τί δήποτε ταῦτ' εἰδὼς οὕτως ἀκριβῶς ἐγώ, καὶ παρηκολουθηκὼς ἐνίοις κῶν ἀδικημάτων εἴασα, κἀὶ οὔθ' ὅτ' αὐτὸν ἐποιεῖσθε πολίτην οὐδὲν ἀντεῖπον, οὔθ' ὅτ' ἐπηνεῖτε, οὔθ' ὅλως
30.   πρότερον, πρὶν τὸ ψήφισμα τουτὶ γενέσθαι, λόγον ἐποιησάμην οὐδένα· ἐγὼ δ', ὦ ἄνδρες Ἀθηναῖοι, πρὸς ὑμᾶς ἅπασαν ἐρῶ τὴν ἀλήθειαν. καὶ γὰρ ὡς ἀνάξιος ἦν ᾔδεια, καὶ παρῆν ὅτε τούτων ᾑξιοῦτο, καὶ οὐκ ἀντεῖπον· ὁμολογῶ. διὰ τί; ὅτι, ὦ ἄνδρες Ἀθηναῖοι, πρῶτον μὲν ἀσθενέστερον ἡγούμην ἔσεσθαι, πολλῶν ψευδομένων ἑτοίμως περὶ αὑτοῦ πρὸς ὑμᾶς, ἕνα τἀληθῆ λέγειν ἐμαυτόν· ἔπειθ' ὧν μὲν ἐκεῖνος εὑρίσκετο ἐξαπατῶν ὑμᾶς, μὰ τὸν Δία καὶ θεοὺς πάντας, οὐδενὸς εἰσῄει οὐ φθονεῖν, κακὸν δ' οὐδὲν ἑώρων ὑπερφυὲς πεισομένους ὑμᾶς, εἴ τιν' ἠδικηκότα πολλὰ ἠφίετε, καὶ προὐκαλεῖσθέ τι τοῦ λοιποῦ ποιεῖν ὑμᾶς ἀγαθόν· ἐν γὰρ τῷ πολίτην ποιεῖσθαι καὶ στεφανοῦν ταῦτ' ἐνῄει ἀμφότερα. ἐπειδὴ δ' ὁρῶ προσκατασκευαζομένων τι τοιοῦτον, δι' οὗ, ἐὰν μόνον εὐτρεπίσηται τοὺς ἐνθάδε ἐξαπατήσοντας ὑμᾶς ὑπὲρ αὑτοῦ, τῶν γ' ἔξω φίλων καὶ βουλομένων ἄν τι ποιεῖν ὑμᾶς ἀγαθὸν κἀκεῖνον κωλύειν ἐναντία πράττειν ὑμῖν, τούτων μηδενὶ μήτ' ἐναντιωθῆναι μήτε κωλύειν ἐκεῖνον ἐξέσται, τηνικαῦθ' ἥκω καὶ κατηγορῶ.

II. Translate with notes on the syntax :—

(1) οὐ δέδοικα μὴ οὐκ ἔχω ὅ τι δῶ.

(2) φοβοῦμαι μὴ λόγοις τισὶ ψευδέσιν ἐντετυχήκαμεν.

(3) δυνηθεὶς ἂν αὐτὸς ἔχειν, εἴπερ ἐβουλήθη, παρέδωκε τὴν πόλιν.

(4) ἀναλαμβάνων αὐτῶν τὰ ποιήματα διερωτῶν ἂν αὐτοὺς τί λέγοιεν.

35.   (5)   ἔξω μέ που
    ἐκρίψατ' ἔνθα μήποτ' εἰσόψεσθ' ἔτι.

(6)   μάμαθεῖς ποίει θεὰς
    τὸ σὸν κακὸν κοσμοῦσα· μὴ οὐ πείσῃς σοφούς.

Translate the following Homeric expressions, commenting on the syntax :—

ἀνδρὶ δαμείς — ἀριπρεπέα Τρώεσσιν — πρῆσαι πυρός — ἐξ εὐνῆφι —λείπετο δουρὸς ἐρωήν — ξυνέηκε μάχεσθαι.

VALUE.

Distinguish in meaning the following pair of words :—

φράζω, φράζομαι : διαφέρω, διαφέρομαι : γράφω, γράφομαι : δικάζω, δικάζομαι : μαρτυρῶ, μαρτύρομαι : φέρω, φορῶ : ἀποθανοῦμαι, τεθνήξω : κτήσομαι, κεκτήσομαι.

Distinguish according to their accent :—

βασίλεια, βασιλεία : εἴκω, εἰκώ : ἄληθες, ἀληθές : νέων, νεών.

Give the derivation of the following words, noting any differences of meaning between the originals and the derivatives : *dactyl, ecstasy, enthusiasm, emblem, halcyon, panic, comma, encyclopædia.*

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

(1.) Compare the heroes of the Iliad and the Odyssey, marking any features typical of Greek character.

Or,

Give some of the general literary characteristics of the Homeric poems, comparing them with those of any later Epics.

25.

(2.) What do you know of (a) the conditions under which a Greek play was produced, (b) the nature of the scenery, (c) the Production of Trilogies ?

(3.) Give an account of any *two* of the following :—Periander, Aristides, Agesilaus, Callicratidas, Phocion, Herodotus, Xenophon, Lucian.

(4.) Compare Athens with Sparta in respect of education and government.

(5.) What was the part played by Thebes in the Persian wars and in the struggle with Philip ?

(6) Write explanatory notes on the following terms:—Amphictyon, Thetes, Heliaea, Nomothetae, θεωρικόν, γραφὴ παρανόμων.

FRENCH.

LOWER GRADE.

Friday, 19th June.—10 A.M. to 12.30 P.M.

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

1. Translate into English :—

(a.) Les jeudis, mon petit ami Jules, que ma mère considérait avec raison comme un enfant bien élevé, venait souvent passer la journée avec ma sœur et moi. On nous lâchait dans un jardinet situé derrière la maison, et nous jouions de préférence aux soldats. Oh ! le bon, l'heureux temps où mon imagination transformait les bornes(¹) en citadelles, les touffes d'herbes en forêts, le premier bâton venu en cheval fougueux(²) ! Depuis lors j'ai possédé de vrais chevaux, et le seul que je regrette, c'est celui-là.

VALUE.

13.

Un jeudi, au moment où j'emportais d'assaut un bastion, une ondée vint nous surprendre, il fallut renoncer à la victoire et rentrer. Nous nous installâmes près de Rose, qui, pour nous tenir en repos, nous raconta l'histoire de deux orphelins dévorés par un ogre. À cette terrible conclusion du récit, nous nous mîmes à sangloter, Léontine et moi, tandis que Jules demeurait impassible.

"Lorsque je serai grand," m'écriai-je, dans un élan généreux, "j'exterminerai les ogres. Tu m'aideras !" dis-je à mon ami.

Il se mit à rire et répondit :
" Bête, il n'y a pas d'ogres, papa me l'a dit."

(BIART.)

(¹) *borne* = boundary stone.   (²) *fougueux* = fiery.

THE SCHOOLBOY AND THE BEE.

(*b.*)

10.

Un tout petit enfant s'en allait à l'école.
On avait dit : Allez ! il tâchait d'obéir ;
Mais son livre était lourd ; il ne pouvait courir :
Il pleure et suit des yeux une abeille qui vole.
" Abeille ! " lui dit-il, " voulez-vous me parler ?
Moi, je vais à l'école, il faut apprendre à lire.
Mais le maître est tout noir, et je n'ose pas rire.

Voulez-vous rire, abeille, et m'apprendre à voler ? "
" Non," dit-elle, " j'arrive, et je suis très-pressée.
J'avais froid, l'aquilon (¹) m'a longtemps oppressée,
Enfin j'ai vu les fleurs ; je redescends du ciel,
Et je vais commencer mon doux rayon de miel."

(Mme. DESBORDES-VALMORE).

(¹) *aquilon* = north wind.

15.   2. Write from memory a French version of the passage read out.

3. Translate into French :—

30.

Peter walked on, until he saw a workman who was eating his dinner under a hedge. " Please give me something to eat," said the boy, " I am starving. I have had nothing to eat all day." " Why did you not eat your breakfast ? " the workman asked him. " Because mother forgot to put the jam on the table, and I don't like butter," said Peter. " Then you should go back at once, and eat your breakfast without any jam," said the workman. And he finished his dinner himself. " Dear me," thought Peter, who was beginning to be a little ashamed of what he had done, " everyone is cross to-day." A little further on, he met a little girl, who was eating a large piece of cake. " May I have some of your cake ? " asked Peter, who was now so hungry that he could hardly keep from crying. " Don't they give you any at home ? " asked the little girl, who looked very much surprised, and somewhat scared. Then she smiled, and held out her hand to him.

VALUE.
7.

4. Translate into French :—Will you lend me your umbrella, please ? It is raining and I have forgotten mine. I would lend it to you with pleasure, but I lost it yesterday. Take my sister's and send it back to her to-morrow.

13.

5. Translate into French :—(1) I fear she will lose the watch I gave her. (2) I went and saw your aunt this morning, she is much better. (3) He goes to London three times a year. (4) Guess what I have in my hand. (5) What are you thinking of ? (6) What a lovely day ! (7) What do you think you will do ?

6. Translate the following sentences into English, pointing out in each case the idiom of mood or tense that is illustrated :—

12.

(*a.*) Croyez-vous qu'elle guérisse ?

(*b.*) Elle partira donc quand vous voudrez.

(*c.*) Je vous conseille d'epouser une femme qui sache faire la cuisine.

(*d.*) Le plus qu'on ait à attendre c'est une ou deux minutes.

(*e.*) Enfin le jour du départ arriva : M. Eyssette était dejà à Lyon depuis une semaine.

(*f.*) Quand ils eurent navigué tant de jours, ils découvrirent enfin un cap.

FRENCH.

LOWER AND HIGHER GRADES.

Friday, 19th June.—10.45 A.M.

This Paper must not be seen by any Candidate.

To be read out once or 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.

A Parisian millionaire once wrote to the celebrated comic author Scribe : " Honoured Sir, I wish very much to ally my name with yours in the creation of a dramatic work. Will you be so kind as to write a comedy, of which I shall compose one or two lines, so that I may be mentioned in the title ? I will bear the entire expenses, so that I may divide the glory." Scribe replied, " Sir, I regret that I cannot comply with your modest request. It is not in accordance with my ideas of religion or propriety that a horse and an ass should be yoked together." To which the millionaire quickly responded, " Sir, I have received your impertinent letter. How dare you call me a horse ! "

FRENCH.

Higher Grade.

Friday, 19th June.—10 a.m. to 1 p.m.

Candidates must answer all *the questions in Section I., and* one *question only in Section II.*

The greatest possible attention should be paid to correctness of style both in French and in English.

Section I.

1. Translate into English :—

(*a.*) Un autre talent propre à tous les bons écrivains, mais nécessaire à l'orateur, est la coutume de fuir les mots abstraits, parce qu'ils ne conviennent qu'à la science et ne sont pas clairs. Lorsqu'ils apparaissent dans une narration ou dans un discours, par exemple chez Polybe, le lecteur, tout d'un coup s'arrête comme en présence d'un autre esprit ; l'auteur a cessé d'imaginer et de sentir ; on voit qu'il s'occupe à ranger telle action dans telle partie d'un ouvrage de tactique ou de politique ; on allait prendre part à l'action ou aux sentiments des personnages ; la passion en nous s'éveillait ; elle tombe, et, de sang froid, nous nous mettons comme Polybe à disserter ou à raisonner. Tite-Live se garde bien d'être philosophe, publiciste, savant à contre-temps. Il prend toujours des expressions simples ; il sait, ou plutôt il sent que les idées et les mots forment une échelle, qu'au bas sont les termes faciles à entendre, nés les premiers, qui réveillent des images sensibles, tout vivants encore ; que plus haut sont des expressions tirées avec travail des précédents, accessibles à la réflexion, non à l'imagination, qui, comme des chiffres, ne réveillent que des idées pures.

20.

(*b.*)

SAISON DES SEMAILLES.

Le Soir.

C'est le moment crépusculaire,
J'admire, assis sous un portail,
Ce reste de jour dont s'éclaire
La dernière heure du travail.

Dans les terres, de nuit baignées,
Je contemple, ému, les haillons
D'un vieillard qui jette à poignées
La moisson future aux sillons.

Sa haute silhouette noire
Domine les profonds labours.
On sent à quel point il doit croire
A la fuite utile des jours.

20.

Il marche dans la plaine immense,
Va, vient, lance la graine au loin,
Rouvre sa main, et recommence,
Et je médite, obscur témoin.

Pendant que, déployant ses voiles
L'ombre, où se mêle une rumeur,
Semble élargir jusqu'aux étoiles
Le geste auguste du semeur.

VALUE.

2. Translate into French :—

To T. L. Peacock.

Leghorn, September 21st, 1819.

MY DEAR PEACOCK,

. . . .

Since I last wrote to you Mr. Gisborne is gone to England for the purpose of obtaining a situation for Henry Reveley. I have given him a letter to you. Henry is a most amiable person, and has great talents as an engineer. Mr. Gisborne is a man who knows I cannot tell how many languages and has read almost all the books you can think of.

. . . .

30.

Charles Clairmont is now with us on his way to Vienna. He has spent a year or more in Spain, where he has learnt Spanish, and I make him read Spanish all day long. It is a most powerful and expressive language, and I have already learnt sufficient to read with great ease their poet Calderon. I have read about twelve of his plays. Some of them certainly deserve to be ranked among the grandest and most perfect productions of the human mind. He exceeds all modern dramatists, with the exception of Shakespeare, whom he resembles, however, in the depth of thought and subtlety of imagination of his writings. . . . . . I rate him far above Beaumont and Fletcher.

. . . .

You will hear from me again shortly, as I send you by sea the *Cenci* printed, which you will be good enough to keep. Adieu.

Yours most faithfully,

P. B. SHELLEY.

15.

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

4. Translate into French :—

.(*a*.) Our guest was writing business letters when I entered the room.

(*b*.) The late President of the French Republic took a walk every morning in the Avenue des Champs Elysées, and then set to work.

10.

(*c*.) More than half of the students began their examination yesterday.

(*d*.) When spring comes I will take a rest, even if (*quand même*) my business suffer thereby.

(*e*.) When the workmen had finished the house, we took possession of it.

SECTION II.

ONE *question only to be answered.*

5. Translate into French :—

(*a*.) For three days they didn't see a sail.

5.

(*b*.) He does nothing but stroll about there.

(*c*.) It's colder than it was a little while ago.

VALUE.

(*d.*) It's a long way from here to London ; I haven't been there for three years.

(*e.*) He's crying because he has got drenched.

5.

6. Explain the following plural forms :—

Tout, tous ; gent, gens ; cheval, chevaux ; ciel, cieux ; and account for the pronunciation of : œufs and bœufs.

5.

7. Tenace, tenaille, content, destin, soutien are French words all derived from the same Latin root. Name the root and explain the meaning of every one of those words with reference to its etymology.

5.

8. Instead of the above group of words (question 7), candidates may take either of the following ones :—

(*a.*) Tracer, traineau, traite, distrait, retraite.

(*b.*) Tournée, touriste, tournoi, atour, détour.

FRENCH.

HONOURS—FIRST PAPER.

Friday, 19th June.—10 A.M. to 1 P.M.

1. Translate into French :—

" I saw him then, messieurs," began the mender of roads, " a year ago this running summer, underneath the carriage of the Marquis, hanging by the chain.

" I am again at work upon the hill-side, and the sun is again about to go to bed. I am collecting my tools to descend to my cottage down in the village below, where it is already dark, when I raise my eyes, and see coming over the hill, six soldiers. In the midst of them is a tall man with his arms bound—tied to his sides—like this ! With the aid of his indispensable cap, he represented a man with his elbows bound fast at his hips, with cords that were knotted behind him.

" I stand aside, messieurs, by my heap of stones, to see the soldiers and their prisoner pass (for it is a solitary road, that, where any spectacle is worthy looking at), and at first, as they approach, I see no more than that they are six soldiers with a tall man bound and that they are almost black to my sight—except on the side of the sun going to bed, where they have a red edge, messieurs. Also, I see that their long shadows are on the hollow ridge on the opposite side of the road, and are on the hill above it, and are like the shadows of giants. Also, I see that they are covered with dust, and that the dust moves with them as they come, tramp, tramp ! But when they advance quite near to me, I recognise the tall man, and he recognises me. Ah, but he would be well content to precipitate himself over the hill-side once again, as on the evening when he and I first encountered, close to the same spot ! "

He described it as if he were there, and it was evident he said it vividly ; perhaps he had not seen much in his life.

45.

VALUE.

2. Write an essay in French on one of the following subjects :—

    (*a.*) Que ce ne sont pas toujours les hommes les plus intelligents, mais les plus persévérants, qui réussissent le mieux dans la vie.

30.

    (*b.*) Que pensez-vous du peuple français, de ses vertus et de ses défauts ?

    (*c.*) Expliquez l'entente cordiale qui a toujours existé entre la France et l'Écosse.

FRENCH.

HONOURS—SECOND PAPER.

Thursday, 25th June.—10 A.M. to 1 P.M.

Candidates must, in all cases, answer Section I., and should attempt FOUR *(and not more than* FOUR) *of the Questions in Section II.*

SECTION I.—TRANSLATION.

1. Translate into English :—

    (*a*) Joué ! je suis joué ! Ah ! double et triple imbécile qui n'a pas compris !...On avait peur ; j'ai servi de paratonnerre ! La foudre écartée...je ne suis plus qu'une girouette ! Deux heures de pouvoir...et reconduit par un laquais ! Et pour aller où, où ?...Où irai-je ? Déconsidéré, suspect aux masses !...décoloré et sans prestige...A qui faire jamais comprendre la sublimité de mon rôle ?...Et par quel prodige d'eloquence attendrir ce peuple sur le merveilleux accord que j'avais rêvé entre mon pouvoir et sa liberté ?... On me lapidera !...Je suis ruiné, déraciné, assassiné !...Pour deux heures de...Et un méchant dîner...Ma popularité pour un plat de lentilles !...Et ce laquais toujours là !...comme une main tendue vers la porte ! C'est par là !... Oui, gredin, c'est par là !...mais je ne veux pas le comprendre !— Qui ? moi...partir ainsi ! Entré par la force de mon génie, je sortirais par celle d'un coup de pied...Allons donc ! Mazarin en a reçu bien d'autres !...Il n'est jamais parti...Est-ce qu'on part ?—J'y suis.. j'y reste ! (Il saisit son portefeuille et le serre sur sa poitrine.) Déchainez-vous sur moi, soufflets et camouflets ! Je ne partirai pas ! Je m'y cramponne ! Un homme tel que moi ne tombe pas du pouvoir ! On l'en arrache...par lambeaux !...

15.

    (*b*) J'irai boire l'eau vierge aux sources des grands fleuves :
Mes pieds se poseront sur l'azur du glacier.
Je veux baigner mon corps aux flots des brises neuves,
L'éther le trempera comme l'onde l'acier.
Dormons sur une cime avec effort gravie ;
Dans la neige éternelle il faut laver nos mains ;
L'air fait mouvoir là-haut des principes de vie,
Allons l'y respirer pur des souffles humains.
Montons ! le vent se meurt aux pieds du roc immense

20.

VALUE.

Le doute ne saurait flotter sur ce haut lieu ;
Montons ! enveloppé de calme et de silence,
Sur les larges trépieds j'entendrai parler Dieu.
L'air aspiré là-haut vivra dans ma poitrine.
Dans l'ombre de la plaine un rayon me suivra :
Ceux qui m'ont vu gravir pesamment la colline
Ne reconnaîtront plus l'homme qui descendra.
Plus haut que le sapin, plus haut que le mélèze,
Sur la neige sans tache au soleil j'ai marché :
Dans l'ether créateur je me baigne à mon aise :
Le monde où j'aspirais, mes deux pieds l'ont touché.
J'ai dormi sur les fleurs qui viennent sans culture,
Dans les rhododendrons j'ai fait mon sentier vert,
J'ai vécu seul à seul avec vous, ô nature !
Je me suis enivré des senteurs du désert.
Je me suis garanti de toute voix humaine.
Pour écouter l'eau sourdre et la brise voler :
J'ai fait taire mon cœur et gardé mon haleine
Pour recevoir l'esprit que devait me parler ;
Et voilà qu'entouré des cimes argentées,
Cueillant le noir myrtil, buvant au flot sacré,
Goûtant sous les sapins les ombres souhaitées,
Libre dans les déserts, voilà que j'ai pleuré.

Section II.

2. Write illustrative sentences (with translation) to show the different meanings :—

10.
    (*a.*) of the adverbs *bien, aussi, ailleurs, d'ailleurs* ;

    (*b.*) of the prefix *dé* in *délasser, dédire, déraciner, définir, déterminer, défaveur.*

    (*c.*) of the prefix *re* in *remettre, retenir, rejaillir, refaire.*

3. Write ten short sentences, each containing one of the following words, so as to bring out the difference in meaning from the

10.
cognate word in English. In every case give a translation :—
attendre, altérer, agréer, ignorer, procès, transaction, transpirer, user, relation, ingénu.

4. Translate the following sentences into French :—

    (1.) He is very much interested in literature.
    (2.) He has abused his authority.
    (3.) I do not doubt his honesty.
    (4.) It has always been an Englishman's characteristic to resist oppression and injustice.

10.
    (5.) It is very difficult to please everybody.
    (6.) He turned to the chairman.
    (7.) He has satisfied every requirement.
    (8.) His fate inspires us all with compassion.
    (9.) He is mad with grief.
    (10.) He is of so fickle a disposition that he is apt to change his friends every month.

Value. 5. Translate the following idiomatic phrases :—

>   (1.) Si j'étais *à même de* le remplacer, je vous offrirais mon concours de grand cœur.
>   (2.) *À vous entendre*, il n'y *aurait* plus *lieu* de *s'attendre à* aucun succès.
>   (3.) Ces bambins me *donnent des distractions*; avec eux je ne suis jamais à ce que je fais.
>   (4.) Il ne *se rend pas compte des* difficultés qui l'attendent.
>   (5.) Ne vous adressez pas à moi pour cela, car je ne suis pas *en cour auprès* du ministre.
>   (6.) Il a l'humeur si difficile qu'il *se met* tous ses amis *à dos.*
>   (7.) Il ne suffit pas de lancer ici et là un bon mot, de faire de l'esprit.
>   (8.) Cet ouvrier a toujours *maille à partir* avec son contremaître.
>   (9.) Un bon *coup de bourse* l'a remis *à flot.*
>   (10.) C'est un *piocheur* qui n'y va pas *de main morte.*

10

6. Translate the following sentences, and explain in each case the use of the subjunctive :—

>   (*a.*) Qu'il fût lâche, c'est là une calomnie gratuite, que l'histoire sérieuse n'a pas répétée.
>   (*b.*) Je serais heureux que mon fils suivît vos cours.
>   (*c.*) Si je suis bien en train et qu'il m'en prenne envie, je lui écrirai une longue lettre.
>   (*d.*) "Chez ces gens pour toujours il se fût arrêté
>   Nonobstant la légèreté
>   À ses pareils si naturelle."
>   (*e.*) Passant, qui que tu sois, respecte ce tombeau.

10.

7. Translate the following passage into modern French, adhering as closely to the original as is consistent with modern usage, and explain the words underlined :—

Il ne me *chault* des mocqueurs qui disent que nous en parlons bien à notre aise, et ce n'est point à moy qu'ils s'attachent, d'autant qu'il n'y a rien icy de mon *creu*, comme on le croit. Autant en dis-je de tous les philosophes qui en prononcent leur sentence sans savoir comment; car puis qu'ils ne veulent escouter Dieu lequel parle à eux pour les enseigner, je les adjourne devant son siége judicial, là où ils *oiront* sa sentence, contre laquelle il ne sera plus question de repliquer. Puis qu'ils ne daignent maintenant l'ouïr comme maistre, ils le sentiront alors leur juge en despit de leurs dents. Les plus *habiles* et les plus rusez se trouveront icy trompez en leur compte. Qu'ils soient *stylez* tant qu'ils voudront à renverser ou obscurcir le droit, leurs chapperons fourrez auxquels ils se mirent s'aveuglent, ne leur donneront point la cause gagnée.

10.

COMMERCIAL FRENCH.

Wednesday, 24th June.—2 to 3.30 P.M.

1. Translate into English :—

Roubaix, le 18 Mars 1902.

M. J. Brussi à Livourne,

J'ai l'avantage de vous remettre ci-joint facture aux étoffes de laine de notre fabrique que vous avez bien voulu commander à mon voyageur, lors de son séjour dans votre ville; elle s'élève, avec ma commission et les autres frais ordinaires, à frs. 785·80, que je porte à votre débit, payables comptant à Lille ou à Paris.

La balle qui les contient est marquée J. B. No. 400, et a été expédiée, d'après vos ordres, à M. R. Goussot à Marseille, par le chemin de fer, petite vitesse.

Selon votre désir, j'envoie le certificat d'origine à M. R. Goussot, afin qu'il puisse en toucher la prime pour votre compte. Vous voudrez bien lui donner les ordres nécessaires pour l'expédition ultérieure de ladite balle.

Je désire vivement que cette première affaire vous engage à me transmettre des ordres plus considérables. Dans cette attente, je vous prie d'agréer mes salutations cordiales.

JOSEPH LANDOIS.

P.S.—On fabrique ici une nouvelle étoffe nommée *Poil-de-chèvre*, dont plus de moitié est en laine ; son prix actuel est de 4 fr. le mètre. Vous en avez ci-inclus quelques échantillons.

2. Reply in French to the above letter, acknowledging receipt of the invoice, which you find correct, and advising your correspondent that you credit his account with frs. 785·80 and remit, in settlement, a draft for that amount on E. Legrand of Paris at 7 days' sight. As regards the samples, duly received, say that they are not large enough for you to form an opinion, and ask for larger pieces to be sent, which you will examine, adding that, if you find them satisfactory, you will give an order.

3. Give the French equivalent of the following names of places :—
Antwerp, The Netherlands, Genoa, Leghorn, Lyons, Algiers, Brazil, India, The West Indies, The Canary Islands, The Channel Islands, New South Wales.

Either

4. Translate the following market report :—

Le Havre, le 18 Mars 1903.

Comme on devait s'y attendre, nos cours ont éprouvé cette semaine de notables variations que je m'empresse de signaler.

Cafés.—La cote a été légèrement montée pour les cafés des Antilles et pour les provenances de la Réunion. En Haïti on a pris 493 sacs, solde de " la Perruche," à frs. 38·50 et un autre lot de 250 sacs à frs. 38.

VALUE.

En Rio, les affaires ont été plus actives ; il s'est fait environ 2,000 sacs pour le dehors à 32·50, marchandise très ordinaire, et 59 sacs en divers lots pour la consommation, de 34 à 36 frs.

· Les Porto-Cabello ont eu le débouché d'environ 5,000 sacs sur les derniers arrivages, de 47 à 57 frs., en entrepôt, suivant qualité.

Cuirs.—Cinq à six mille pièces ont été vendues sans variation sensible dans les cours, quoique la demande fût assez soutenue et qu'il y eût tendance à la hausse.

Huiles.—Huile de colza disponible 94 ; courant du mois 92 ; juillet et août 88. Épurée 103. En huile de palme il s'est traité 10,000 kilogr. disponibles à 47·50, soit dans la parité des derniers cours.

Or (instead of question 4)

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

28.

    (1.) La cargaison de l' "Aréthuse" a été vendue à livrer à 100 frs. le quintal.

    (2.) De nombreux arrivages ont grossi nos existences au delà de ce qu'elles sont habituellement.

    (3.) La difficulté de négocier, le taux peu avantageux du papier et les cours élevés de nos produits nous détournent de faire des consignations pour le moment.

    (4.) Le navire "Homère," venant de Savannah, qui s'était échoué devant Greenock, a été relevé avec peu d'avarie, et remorqué dans le port.

(*b.*) Translate into French :—

    (1.) The "Lucy" will clear to-day and sail to-morrow morning at high tide.

    (2.) Your two drafts, for five hundred pounds each, have been duly honoured.

    (3.) Interest has been paid on this sum at the rate of 6% per annum.

    (4.) We have to enter in the manifest the marks, numbers, packages, names of consignees, weight and approximate value of the goods.

GERMAN.

LOWER GRADE.

Thursday, 18th June.—2 to 4.30 P.M.

To secure full marks, the whole of this Paper should be answered.
Additional marks will be given for fair writing in the German character.

SECTION I.—TRANSLATION AND COMPOSITION.

1. Translate into English :—

18.

(*a*) In einer Gegend des Harz-Gebirges wohnte ein Ritter, den man gewöhnlich den blonden Eckbert nannte. Er war etwa vierzig Jahre alt, lebte still für sich und ließ sich nur selten außerhalb der Mauern seines Schlosses sehen. Sein Weib liebte die Einsamkeit ebenso sehr wie er, und beide schienen einander von Herzen zu lieben; nur klagten sie oft darüber, daß der Himmel ihnen keine Kinder geschenkt habe. Von Gästen wurde das Paar wenig besucht, und wenn es geschah, wurde an der gewohnten einfachen Lebensweise fast nichts geändert. Niemand aber kam so häufig auf die Burg als Philipp Walther, ein Mann von ungefähr gleichem Alter wie der Ritter, dem er auch sonst in manchen Dingen ähnlich war. Seine eigentliche Heimat war Thüringen, aber er hielt sich oft über ein halbes Jahr in dieser Gegend auf, wo er nach seltenen Steinen suchte, von denen er eine große Sammlung besaß. Nun begab es sich einst, daß Eckbert an einem unfreundlichen Herbstabend mit seinem Freunde und seiner Gemahlin um das Feuer des Kamines saß. Die Flamme warf einen hellen Schein durch das Zimmer, während die Bäume draußen vor den Fenstern sich schüttelten vor nasser Kälte. Da Walther nur mit Unbehagen an den weiten Rückweg dachte, so nahm er Eckberts Vorschlag, die Nacht auf dem Schlosse zu bleiben, bereitwillig an. Man brachte nun Speisen und Wein herein, warf frische Holzkloben auf das Feuer, und bald waren die Freunde in heitere und vertrauliche Gespräche vertieft.

Nach Ludwig Tieck.

(*b*)   Gefunden.

10.

Ich g'ng im Walde
So für mich hin,
Und nichts zu suchen
Das war mein Sinn.

Im Schatten sah ich
Ein Blümchen stehn,
Wie Sterne leuchtend
Wie Äuglein schön.

Ich wollt' es brechen,
Da sagt' es fein:
„Soll ich zum Welken (fading)
Gebrochen sein?"

Ich grub's mit allen
Den Würzlein aus,
Zum Garten trug ich's
Am hübschen Haus,—

Und pflanzt' es wieder
Am stillen Ort;
Nun zweigt es immer
Und blüht so fort.

Goethe.

15.

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

(*b*.) Translate into German :—

A man said one day to his son, "My boy, you are now sixteen years old, go and see something of the world. When I was your age (*say*, in thy age) I had to work for myself." The lad was only too

VALUE.
——

25.

glad to be his own master. His father bade him good-bye, and gave him some money on his way, but not very much, for—to tell the truth—he had not much to give; and his mother cried and kissed him many times before she let him go. So he went forth from his father's house, and soon the pretty little village, with its grey old church, and the clear brook where he had played so often, lay far behind him. In all your wanderings, my little man, you will see many strange and wonderful things, but you will never be so happy again as you were in the days that are no more.

SECTION II.—GRAMMAR.

3. Give the nominative and genitive singular, and the nominative plural, with the definite article, of the German for *any* twelve of these words :—window, flame, bed, river, tower, castle, carriage, pocket, picture, ass, nut, potato, ring, present, cloud, lamp.

4.

4. Decline the German for (*singular and plural*) red wine, that pretty flower, his dear son ; (*singular* only) Frederic the Great.

4.

5. Add the definite article to the words Ort, Licht, Band, Wort; and give the double plurals of them with their meanings.

4.

6. Give the German adjectives, with their comparatives and superlatives, for—cold, short, near, much, clever, dark ; and translate into German : I am two years younger than he, but you are the youngest of us ; this house is higher than yours, it is the highest in the town.

7. Write out—giving, in the 2nd person singular and plural, only the *familiar* (' thou ') not the *polite* form :—

8.

(*a*) The present and perfect indicative active of wissen and sich waschen.

(*b*) The 2nd person singular of the imperfect and perfect subjunctive, and of the imperative of nehmen, essen, besehen, ausgeben.

(*c*) The 3rd person singular of present and imperfect indicative, and of the conditional of werfen, können, wollen, vorlesen.

8. Translate into German :—

8.

My aunt has a small garden before her house.

From whom have you received this pretty book ?

Write your letter with the pen, not with the pencil.

Many men have died for their country.

The farmer drove with his wife from the village to the town.

You should not play before, but after, your work.

Please, pour some wine out of the bottle into my glass.

My eldest sister nursed (pflegen) me during my illness.

GERMAN.

LOWER AND HIGHER GRADES.

Thursday, 18th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out once or 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.

A lawyer who was driving in the country stopped at a cottage to ask his way to a farm where he had something to do. The woman, a simple labourer's wife, came out and said, "I have to go that way too, sir: if you will take me with you, I can show you where you have to leave the main road. I shall be ready in a minute."—"Well," he replied, "bad company is better than none. Make haste." So she put on her cloak and bonnet, and got on the car. When they had gone on for seven or eight miles, without speaking a word, the gentleman asked, "When are we coming to the road which I have to take?"— "Oh," she said, "we passed it a quarter of an hour ago; but bad company, as you said, is better than none: so I have kept you along with me."

VALUE.

GERMAN.

Higher Grade.

Thursday, 18th June.—2 to 5 P.M.

The whole of this Paper should be answered. No Candidate will be allowed to pass unless the necessary standard is reached both in composition and in translation.

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

Section I.—Translation and Composition.

1. Translate into English :—

(*a*) Ein Dörfchen, dem sich Oswald mit raschen Schritten näherte, lag in einer von mäßig hohen Felsen eingeschlossenen Meeresbucht, wo das Wasser so still und glatt war wie in einem Gartenteich. Einige der Hütten lagen dicht am Strande, andere an den Ufern eines Baches, der sich an dieser Stelle ins Meer ergoß. Vor den Thüren waren kleine, mit Muscheln eingefaßte Gärtchen; auf den mit weißem Sande ausgefüllten Gängen zwischen den Häusern hingen Netze zum Trocknen an langen Stangen. Ein paar rothaarige Buben waren damit beschäftigt, ein Boot mit Teer zu bestreichen. Vor einer der größeren Hütten saß eine Frau mit zwei Mädchen, Netze flickend. Als sie Oswalds Schritte hörten, schauten sie neugierig von ihrer Arbeit auf; und er fragte sie begrüßend, ob er sich hier etwas ausruhen dürfe und einen Trunk Wasser und ein Stück Brod haben könne. „Stine,” sagte die Frau, indem sie ihr gutmütiges, wettergebräuntes Gesicht einem der Mädchen zuwandte, „steh auf und laß den Herrn sitzen. Siehst du denn nicht, daß er müde und ausgehungert ist? Geh ins Haus und bring was wir haben. Setzen Sie sich, junger Herr. Sie sind gewiß auch ein Maler?” „Warum meinen Sie das?” fragte Oswald, den angebotenen Platz annehmend. „Nun, ein vernünftiger Mensch klettert nicht bei der Hitze am Strande herum. Ich hab' schon einen von Ihren Kameraden mit mir wohnen gehabt, der zwei Wochen hier geblieben ist; und wenn Sie ein ebenso ordentlicher, ehrlicher Mensch sind, können Sie auch bei Mutter Karsten wohnen.” Oswald mußte lächeln, als er so ohne weiteres zu einem auf einer Studienreise begriffenen Landschaftsmaler gemacht wurde. „So wollen Sie mich ein paar Tage hier behalten?” fragte er. „Ja, aber die Wände dürfen Sie nicht vollkriegeln,” erwiderte Mutter Karsten. „Das verspreche ich,” sagte Oswald lächelnd. „Dann können Sie bleiben so lange Sie wollen. Das ist recht, Stine, rücke den Tisch näher an den Herrn; und hörst du, hole auch von dem alten Cognac, den der Glas Jochen aus England mitgebracht hat; das bloße Wasser thut nicht gut bei der unvernünftigen Hitze.”

F. Spielhagen, Problematische Naturen.

(*b*) Gute Führung.

Hinunter stieg ich einen Felsenhang,
An meiner Hand ein Kind, und hielt für dieses
Die Augen scharf gerichtet auf den Weg,
Den Platz ihm suchend für die kleinen Füße;
Und während ich ihm half von Stein zu Stein,
Hatt' ich doch Lust und Muße noch genug,
Mit ihm zu scherzen über hundert Dinge;
Und also kamen lachend wir ins Thal.

Ein andermal ging ich den Weg allein;
Nun erst bemerkt' ich es, wie steil er war,
Entgegen starrten unter meinen Füßen
Abgründe mir, die ich noch nicht gesehen;
Oft strauchelt' ich und hielt mich nur mit Müh',
Oft ging ich fehl und mußt' zurücke wieder,
Oft säumt' ich bange mit dem nächsten Schritt.
Hinunter kam ich mit genauer Not
Und mocht' es wohl in meinem Herzen spüren,
Wie gut ein Kind weiß einen Mann zu führen.

Johannes Trojan.

2 Y 2

VALUE.

10.

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

(b.) Translate into German :—

A musician in London once announced a concert, and engaged the famous Madame Malibran to sing at it. He agreed to pay her twenty guineas; but the weather being very unfavourable, the concert was so badly attended that he could hardly pay his expenses. He went to see the French singer, and asked her if she would be satisfied with half the sum he had promised her; but she insisted that she must have the whole. He counted out twenty sovereigns on the table one by one.

25.

"Is that enough?" he asked beseechingly. "No," she replied, "I want one more sovereign; you know, you promised me twenty guineas not twenty pounds." He laid down another sovereign, saying aloud to himself, "Ah, what will become of my poor wife and children!" Madame Malibran at once said, "I made you give me all I was to get, so that I might have the pleasure of giving it all back to you; please make me happy and take it," and ran out of the room.

SECTION II.

3. Give the nominative and genitive singular, and the nominative plural, with the definite article, of the German for *any ten* of these words :—victory, defeat, answer, virtue vice, quality, colour, collar, season, cushion, heel, parrot, rake, spade, adventure, enterprise.

5,

4. Distinguish between :—ber Kunbe, bie Kunbe; ber Tau, bas Tau; bas Gericht, bas Gerücht; bie Pfeile, bie Pfeiler; bie Wunben, bie Wunber; bie Gräben, bie Gräber; verständig, verständlich; heilbar, heilsam; er vergißt, er vergießt; er hat gefallen, er ist gefallen.

5.

5. By means of the definite article distinguish between the two genders, with the meanings and respective plurals, of Schilb, Steuer, Kiefer, Bauer, Rat; and give the meanings and double singulars, with the definite article, of Felsen, Zehen, Spalten, Gesellen, Quellen.

5.

6. Translate into German :—

10.

(a) Many a (manch) famous hero has been celebrated in song.

(b) He has said the same thing to many a pretty maid.

(c) For supper I can give you nothing but a piece of good Dutch cheese.

(d) The king drove in a carriage drawn by two noble Arab horses.

(e) This book was sent me by a certain Berlin scholar.

7. Write out :—

5.

(a) The *familiar* 2nd person singular of the present and imperfect subjunctive, and of the imperative of befehen, vernehmen, auffeffen, burchlefen, sich ergeben.

(b) The 3rd singular of the present, imperfect, and pluperfect indicative active, and the infinitive with zu of vergeffen, abhauen, wiberfprechen, übergehen, übergehen.

VALUE.   8. For *fifteen* of the following words give German cognate words,
——   with their meanings, and (in the case of nouns) the definite article : —
5.   (*nouns*) burn, thread, shirt, knight, churl, edge, sinew, show, stove,
sheath, leaf ; (*adj.*) silly, bleak, buxom, sly, raw, doughty ; to ply, to
cough, to sup.

GERMAN.

HONOURS.—FIRST PAPER.

Thursday, 18th June.—2 to 5 P.M.

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

I. Translate into German :—

45.   And sometimes, when they had gone on in this bantering
fashion for a while, she would suddenly go up to him—if they
were indoors, that is to say—and put her hand on his arm, and
timidly hope that she had not annoyed him. At first the Whaup
laughed at the very notion of his being vexed with her, and
dismissed the tender little penitent with a rebuke and a kiss ; but
by-and-by he grew to dread these evidences of a secret wish to
please him and be submissive.   He began to see how Coquette had
formed some theory of what her duties were, and continually
referred to this mental table of obligations rather than to her own
spontaneous impulses of the moment.   She seemed to consider that
such and such things were required of her ; and while there was
something to him inexpressibly touching in her mute obedience,
and in her timid anticipation of his wishes, he would far rather
have beheld her the high-spirited Coquette of old, with her arch
ways, and fits of rebellion and independence.

"Coquette," he said, " I will not have you wait upon me like
this. It is very kind of you, you know ; but it is turning the
world upside down. It is my business to wait on you, and see that
everything is made nice for you, and have you treated like a queen.
And when you go about like that, and bother yourself to save me,
I feel as uncomfortable as the beggars of old times must have felt
who had their feet washed by a pious princess.   I won't have my
Coquette disguised as a waiting-maid."

W. BLACK, A Daughter of Heth.

II Write a German essay on one of the following subjects :—

30.   Karl Eduard Stuart und der Aufstand von 1745.

Die Annehmlichkeiten und Wirkungen des Reisens.

Ein Aufenthalt an der Seeküste.

GERMAN.

HONOURS.—SECOND PAPER.

Monday, 22nd June.—2 to 5 P.M.

The whole of this Paper should be answered.

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

SECTION I.—TRANSLATION.

1. Translate into English:—

(*a*) König Albrecht war ein Fürst von so bedeutender Persönlichkeit, daß die Wahl, von der sonstigen Lage der Verhältnisse abgesehen, nicht leicht auf einen Würdigeren hätte fallen können. Er war in der vollen Blüte des Jahres; er hatte von früh an in Gefahren mancher Art Thatkraft und Willensstärke zu üben gehabt. Er war an die großen Verhältnisse, an die Anschauungen, wie sie in der Umgebung Kaiser Sigismunds lebten, gewöhnt; die Traditionen des luxemburgischen Hauses verbanden sich mit habsburgischem Selbstgefühl. Sein vielbewährter Eifer gegen die Ketzer war weit entfernt, ein Ausdruck von Frömmigkeit oder kirchlicher Hingebung zu sein; und wenn er von seinen Ständen rücksichtslos Geld und Dienst forderte, wenn er den Murrenden hart entgegentrat, so geschah es nicht in kleinlicher Eifersucht auf die zu mächtigen Unterthanen; immer war es das Gefühl der Fürstlichkeit, das ihn bestimmte und in dem er mit fester Konsequenz handelte. Er war dazu angethan, das Prinzip, welches in seiner Wahl den Sieg davongetragen, würdig und nachdrücklich zu vertreten.

<div align="right">J. G. Droysen, Geschichte der Preußischen Politik.</div>

10.

(*b*) Der damalige Zustand dieser Bergschenke war noch um vieles unwirtlicher als heutzutage. In der vertäfelten Stube, schwarzgebeizt von Rauch und Alter, durchqualmt von schwüler Hitze — denn der Ofen speist dort oben zu jeder Jahreszeit sein Holz als ein rüstiger Verzehrer — waren verschiedenerlei Menschen und Vieh zusammengedrängt. Einige magere Hühner hüpften von Tisch zu Tisch, um die gefallenen Brosamen zu picken; mehrere Hunde bellten durcheinander; zwei Lieblingsziegen pflegten ihr Fell unter der Ofenbank, wo sie vor dem Schneegestöber Schutz gesucht. Auf derselben Bank schlummerte, das Gesicht tief in seiner Pelzmütze versenkt, ein müder Waidmann, das Gewehr im Arm. Eine Gruppe von Viehhändlern, deren Tiere vor dem Hause angebunden blökten, meckerten und grunzten, stand, geräuschvoll eine Streitigkeit verhandelnd, um den Wirt, als den Schiedsrichter, geschart. Ein Trupp von Haussierern war im Begriff, lärmend seinen Weg fortzusetzen. Die Hauskatze saß vornehm auf dem Gesimse neben dem Gebetbuch, dem Kalender und der Laterne; unter ihr an schmutziger Tafel der Vogelhändler vor einem großen Kruge; und neben ihm, sich gebärdend wie ein völlig ausgewachsener, leichtsinniger Mensch, der landläuferische Peter, den Pfeifenstummel im Mund und blaß vor Müdigkeit, vor Weine und Tabaksgenuß.

<div align="right">Karl Spindler.</div>

10.

(*c*) Und nun ging es hinaus in die weite lombardische Fläche,
    Ostwärts, Padua zu, trug mich das leichte Gespann.
Lauiger Duft lag über der Flur, im sprossenden Kornfeld
    Schlugen die Wachteln, von fern rauschte der blinkende Strom.
Mondhell grüßten am Weg, reblaubumsponnen, die Ulmen,
    Durch die Cypressen herab rieselte silbernes Licht;
Aber am dunkeln Gebirg' still glommen die Feuer der Hirten,
    Und herüber, gedämpft, wehte der Ton der Schalmei.
Fremd war alles umher und doch so traulich, dem stillen
    Reichtum dieser Natur fühlt' ich mich innig verwandt;
Diese Lüfte, wie lösten sie mir sanft schmeichelnd die Seele,
    Daß sie im reinsten Accord leis' in sich selber erklang!
Fern wie der Heimat Nebelgewölk lag jegliche Sorge,
    Und zu leben allein schien mir, zu atmen, ein Glück;
Und zum Sternengezelt entzückt aufschauend, empfand ich,
    Daß du zum Gruß mir das Haupt, Muse des Südens, berührst.

<div align="right">E. Geibel.</div>

10

VALUE.

Section II.

5.

2. Add the definite article and meaning to *ten* of the following nouns, and give the irregular plurals assigned to them :—Bau, Raub, Gunst, Unglück, Rat (not as title), Dank, Kleinod, Tod, Vergnügen, Verdruß, Zank, Streit.

5.

3. Frame altogether *ten* sentences (with translation) to show under what conditions the German infinitive active without zu is used—(*a*) for the past participle ; (*b*) for the (English) infinitive passive ; (*c*) for the present participle.

5.

4. Form abstract nouns, with the definite article and meaning, from *five* of these :—breit, böse, selten, arm, heiß, stolz, lieblos ; and adjectives, with meanings, from *five* of these :—Glaube, Aberglaube, Woche, Berg, Ernst, Krieg, Bube.

5.

5. Frame complete sentences (with translations) showing with what case or preposition *five* of the following past participles (used adjectively and figuratively) are construed :—einverstanden, ungehalten, behaftet, verfessen, gewachsen, verlegen, bewandert, gewogen.

10.

6. Give the German for *five* of the following sets of words (each set to be formed from the same radical word) :—to sin, sin, sinner, sinful ; thief, theft, thievish, thievishness ; to dream, a dream, dreamer, dreamy, reverie ; to flatter, flatterer, flattery, flattering ; clean, to cleanse, cleanly, cleanliness, purity ; to rob, robber, robbery, rapacious, rapacity.

5.

7. Give the meanings and explain the formation of *ten* of the following words :—mittelst, erkenntlich, Hoffahrt, weiland, abtrünnig, allerdings, Haft, Fluge, eigentlich, flehentlich, Trift, Achterklärung, Herkunft.

8. Translate *idiomatically* into German :—

(*a*.) I insist on your giving me my money's worth.

(*b*.) Why did you not do what you have been so often told to do.

10

(*c*.) Do you object to my shutting the window ? I have a bad cold.

(*d*.) If you do this, you will fall out of the frying pan into the fire.

(*e*.) I have just finished reading the book ; but really it is hardly worth reading.

VALUE.

COMMERCIAL GERMAN.

Wednesday, 24th June.—4 to 5.30 P.M.

The whole of this Paper should be answered.

1. Translate into English :—

Hull, den 23. Mai 1903

Herren Schmidt u. Söhne,
Hamburg.

Ich habe Ihr Geehrtes vom 17. ds. nebst Preiskurant Ihres Marktes richtig erhalten.

Laut beifolgenden Konnossements habe ich heute mit dem „Wilhelm," Kapt. Schramm, in Konsignation an Ihre Adresse,

20.
100 Ballen Baumwolle,
100 Kisten Havana=Zucker,

verladen, und ersuche Sie die Versicherung derselben, zum Werte von M. 8,000 auf die Baumwolle und M. 12,000 auf den Zucker, zur billigsten Prämie besorgen zu wollen.

Nach den Mitteilungen, welche Sie mir von Ihrem Markte in Bezug auf obige Artikel machen, erwarte ich ein vorteilhaftes Resultat dieser Spekulation. Die Einkaufspreise ersehen Sie aus der beiliegenden Faktura.

Ich habe auf Rechnung dieser Konsignation
£700 1 Mt. dato

auf Sie entnommen und empfehle diese Tratte Ihrer gefälligen Schutznahme.

Hochachtungsvoll,
F. Müller.

2. Acknowledge receipt of the foregoing letter, thanking your friend for his consignment, which, upon arrival, will have your best attention. Say that you have duly effected the insurance, mentioning the premium you have paid, and that you take note of his draft, which you will honour in due course.

26.

3. Translate the following market report :—

Zucker.—Die Steigerung der Preise im Allgemeinen, vom Februar bis Juni war durch die sichere Erwartung einer geringeren Zufuhr in diesem Jahre veranlaßt. Diese Erwartung ist nicht in Erfüllung gegangen und daher die gegenwärtige Reaktion.

Kaffee.—In den letzten drei Wochen hat die Nachfrage sehr zugenommen, namentlich für den Export und auf Spekulation. Eine Ladung St. Domingo, schwimmend, wurde zu 47 s. für das Mittelländische Meer verkauft.

20.
Kakao.—Die Nachfrage ist besser und ca. 1,000 Säcke von den Kolonien sind während der letzten 8 Tage plaziert worden.

Seide.—Markt sehr flau, da die Konsumenten sich gut mit Seide versehen haben.

Frisches Obst.—Die erste Zufuhr von westindischen Ananas ist eingetroffen, und die Ladung der „Columbine" brachte hohe Preise. Apfelsinen und Zitronen unbegehrt. Spanische Nüsse werden zu früheren Notierungen gefragt.

4. Give the German equivalents of the following articles of commerce :—

Hides, furs, lace, cotton goods, provisions, dried fruit, palm-oil,
hardware, chemicals, agricultural machinery.

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

    (1) Ihre Tratte im Betrage von £1,500 ist am 6. n. M. fällig.

    (2) Der Durchschnittspreis ist ungefähr 100 Mk. pr. Ztr.

    (3) Man hat von dem Reeder Entschädigung verlangt.

    (4) Dieses Geschäft rentiert hier nicht.

    (5) Das Hauptabsatzgebiet für diesen Artikel ist die Türkei.

    (6) Waren unter Zollverschluß.

    (7) Alle Posten im Hauptbuch werden zweimal kollationiert.

24.   (8) Unter Nachnahme der Spesen.

    (b) Translate into German :—

    (1) The manager has a salary of £1,000 a year.

    (2) These goods are liable to duty.

    (3) The case of samples had to be entered in the manifest and freight paid upon it.

    (4) The steamer is loading coals for Odessa.

    (5) He has paid the amount by instalments.

    (6) The cotton-mills are working half-time.

    (7) This signature must be attested by a notary.

    (8) He acted merely as a broker in the transaction.

SPANISH.

Monday, 22nd 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.

SECTION I.

1. Translate into English :—

(1.) Dominada España por los sarracenos, un puñado de valientes, desdeñando el yugo enemigo, huyeron á las montañas de Asturias y eligieron por caudillo á don Pelayo, vástago[1] de la real familia de los godos. Los cántabros se unieron á su estandarte y mantuvieron á los moros en continua alarma, haciendo frecuentes correrías en los territorios de que se habían apoderado. Así el valiente Pelayo extendió los límites de su pequeño estado, se adelantó hacia las montañas de León, se apoderó de varias plazas, echando los primeros cimientos de la monarquía española, cuyos guerreros debían á su vez arrojar á los invasores hasta los lejanos peñascos del Atlas.

Imposible sería dar una idea, ni aproximada siquiera, de las continuas guerras sostenidas por espacio de más de siete siglos entre los españoles y los musulmanes ; guerras en que mil capitanes valientes, cuyo nombre y fama han llegado hasta nosotros, se inmortalizaron. Por fortuna las guerras civiles empezaron á devorar á los sarracenos, debilitando sus fuerzas, al paso que crecían las de los cristianos, que, aunque también divididos, adquirieron vigor con la reunión de las coronas de Castilla y León en San Fernando, que logró apoderarse de Jaén, Córdoba, Murcia y Sevilla ; haciendo tributario al rey de Granada, último atrincheramiento de los musulmanes.

12

[1] Scion.

LOS CARACOLES.

(2.)
    Dos caracoles un día
    Tuvieron fuerte quimera
    Sobre quien mayor carrera
    En menos tiempo daría.
    Una rana les decía :
    Yo he llegado á sospechar
    Que sois ambos á la par
    Algo duros de mover,
    Antes de echar a correr
    Mirad si podéis andar.

7.

(3.)   DOÑA CRÍSPULA—DON VICENTE.

D.ª Cr.—Perdone Vd. que le haya hecho esperar. Haga Vd. el favor de tomar asiento.

D. Vic.—Pero, Señora ....

Dª Cr.—Vamos, sin cumplimientos. A mí me gusta la gente franca.—Su rostro de Vd. no me es desconocido. Ya le he visto á Vd. no sé dónde.

D. Vic.—Montaner es mi apellido.

Dª Cr.—¿ Tiene Vd. algún parentesco con Doña Dolores de Bausá, la madrina de mi hija ?

D. Vic.—Somos primos.

Dª Cr.—¿ Primos ? De manera que Vd. y el difunto D. Jaime...

D. Vic.—Eramos hermanos.

Dª Cr.—Era muy hombre de bien.... y riquísimo. ¿ Vd. habrá tenido parte en su herencia ?

D. Vic.—No, señora ; la repartió entre los pobres de la familia. Bastante hizo por mí con enviarme á la Habana y ponerme en carrera. Se empeñó mi hermano en que yo había de hacer mi fortuna en América y no paró hasta salirse con ello. "Te vas á Cuba (me estaba repitiendo siempre) y cuando hayas adquirido un mediano capital regresas á tu país, te haces propietario y te casas con una mallorquina honrada y bonita."

Dª Cr.—En fin vuelve Vd. á Palma, como buen mallorquín, con los tesoros del nuevo mundo.

D. Vic.—Aún queda por allá lo mejor de mis bienes ....

2. Translate into Spanish :—

Henry the Fourth, King of France and Navarre, was justly called the Great, for the happiness and prosperity of his people were the chief object of his solicitude. The Queen of Navarre, his mother, was a very sensible woman and directed his education herself. She taught him to bear fatigue without murmuring and to disregard danger. His food and clothes were of the simplest description. He often went bare-headed and bare-footed, and he was accustomed from his childhood to climb the highest mountains.

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

Section II.

4. Write (in full) the present and past definite tenses of the following verbs :—*caber, distinguir, entender, leer, servir, vencer*. Give the past participle of *decir, poner, resolver, ver*, and both forms of the past participle of *bendecir, consumir, despertar, elegir, incluir, torcer*. Mention some past participles with an active meaning.

5. How is the English gerund to be rendered in the following sentences :—

I heard about his selling the house.

He insisted upon my paying the debt.

On leaving the church I met him.

He did it without my asking him.

My not having finished the work was the reason of my coming late.

VALUE.   6. (a) Translate into English the following idiomatic expressions :—

 (1.) Este joven gana *mil y pico* pesetas al mes.
 (2.) El vapor llegará *á eso de* las once.
 (3.) *No hay que darle vueltas.*
 (4.) Lo hizo *de muy mala gana.*
 (5.) *Dí por supuesto* que Vd. no volvería.
 (6.) Le *eché á* Vd. *menos* en el baile.

12.   (b) Translate into Spanish :—

 (1.) He will be back this day fortnight.
 (2.) About the middle or end of January.
 (3.) There is no hurry.
 (4.) Please post these letters as soon as possible.
 (5.) I have no money to spare.
 (6.) Give it to anybody you like.

 7. Write in Spanish a letter to a friend (using the familiar form *tú*),
16.   saying what you intend to do after you leave school. Tell him
     how long you have been learning Spanish, what you have been
     reading, and what you think are the advantages to be derived
     from a knowledge of the language.

_____

SPANISH.

Monday, 22nd June.—2.45 P.M.

This Paper must not be seen by any Candidate.

*To be read out once or 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.*

King George the Third of England, whilst passing once through a
remote country district, stopped at a small inn for breakfast. The
breakfast consisted of eggs and coffee, for which the innkeeper handed
a bill of one guinea to the king. " What ! " exclaimed the king, on
looking at the bill, " eggs must be scarce in this part of the country."
" No," replied the innkeeper, " eggs are plentiful enough, but kings
are scarce."

_____

VALUE.

ARITHMETIC.

LOWER GRADE.

Wednesday, 17th June.—10 A.M. to 11.30 A.M.

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

10.   Additional marks will be given for neatness, arrangement, and style.

8.   1. Divide $(5781 \times 5784) - 762$ by $(29 \times 24) + 22$.

8.   2. If a yard of wire cost a penny, find the value of a kilometre of the same wire, taking a yard as equal to $9\frac{1}{7}$ decimetres.

8.   3. A man bought a gross of pencils at $6\frac{1}{2}d$. per dozen, a hundred at $1s. 4d.$ per score, and 44 at $1\frac{1}{4}d.$ each. If he then sold them all at $9\frac{1}{2}d.$ per dozen, how much did he gain or lose?

8.   4. The average number of persons admitted to an exhibition during the first five days was 416, the average number during the first six days was 551; how many were admitted on the sixth day?

12.   5. Show that $\dfrac{3}{5} = \dfrac{12}{20}$, illustrating your answer by a figure.

   6. (1) Explain how the difference between two fractions can be found.

16.   (2) One box contains $\frac{3}{4}$ of a hundredweight of flour, another contains $\frac{7}{16}$ of a hundredweight. Find which contains most flour and how many pounds it contains more than the other.

   7. (1) State and prove the rule for multiplying two decimal numbers, taking as an example the product $\cdot072 \times 13\cdot55$.

20.   (2) Simplify £4·375 + 5·25s. + 4·5d.

10.   8. Find the simple interest on £3516 13s. 4d. for 3 years at $4\frac{1}{2}$ per cent. per annum.

VALUE.

ALGEBRA.

LOWER GRADE.

Wednesday, 17th June.—3 P.M. to 4.30 P.M.

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

10.   Additional marks will be given for neatness, arrangement, and style.

8.   1. Multiply $x^2 + 3xy + y^2$ by $x^2 - 3xy + y^2$, and divide
        $2x^4 - 7x^3y - 12x^2y^2 - 27y^4$ by $x^2 - 3xy - 9y^2$.
    Verify both results when $x = 10$, $y = 1$.

2. Simplify

10.   (1) $\dfrac{2}{x^2 - 4x + 3} - \dfrac{1}{x^2 - 3x + 2}$;

    (2) $\dfrac{(1 + x)^2 - x(1 + x)}{(1 - x)^2 + x(1 - x)} \div \dfrac{(1 + x)^2 - x(1 + x)^2}{(1 - x)^2 + x(1 - x)^2}$.

3. Resolve into factors

    (1) $(3x + 2a)^2 - (2x + 3a)^2$;

9.   (2) $x(x - 1) - y(y - 1)$;

    (3) $(a + b)\ (a - b) + (a + b)\ (b - c)$.

4. Prove that $a^3 \times a^4 = a^7$, and that $(a^3)^4 = a^{12}$.

12.   Simplify $\dfrac{((xy^2)^3}{(x^4y^3)^3} \times \dfrac{(xy^4)^4}{(x^3y)^3}$.

5. Solve the following equations, verifying your results in each case :

15.   (1) $3(x - a) = 4(x + b)$;

    (2) $\dfrac{x - 4}{x - 3} - \dfrac{x - 6}{x - 5} = \dfrac{x - 8}{x - 7} - \dfrac{x - 10}{x - 9}$.

6. Trees are planted in rows, there being as many trees in each row as there are rows. Five more rows are now added, and it is found that the number of trees has been increased by a quarter of the original number. How many trees are there in each row ?

12.

7. Solve the equations

    (1) $\begin{cases} 7x - 8y = 7 \\ 5y - 4x = 11. \end{cases}$

24.   (2) $\cdot 12x^2 - \cdot 7x + 1 = 0$.

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

VALUE.

GEOMETRY.

LOWER GRADE.

Wednesday, 17th June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it must be clearly shown on what assumptions the demonstrations are based.

All figures should be drawn accurately with ruler and compasses.

10. Additional marks will be given for good style, neatness, and accuracy.

Candidates should give about one hour to each part of the paper.

PART I.—A.

8. A 1. Draw a straight line perpendicular to a given straight line from a given point outside the line, giving construction and proof.

A 2. If one side of a triangle be produced prove that the exterior angle thus formed is equal to the sum of the two interior opposite angles.

11. What important property of a triangle can be deduced from this theorem ?

7. A 3. If two parallelograms are on the same base and between the same parallels, prove that they are equal in area.

A 4. If two chords of a circle intersect within the circle, prove that the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

14. AB, CD are chords of a circle which intersect in O : if AO be $\frac{3}{8}$ inch, OB $1\frac{1}{4}$ inch, CO $\frac{1}{4}$ inch; find the length of CD. (The figure need not be drawn to scale.)

PART II.—B.

15. B 5. $ABCD$ is a quadrilateral whose sides are bisected in P, Q, R, S : prove that $PQRS$ is a parallelogram, and compare its area with that of the quadrilateral.

11. B 6. Draw a triangle ABC ; from A draw AD perpendicular to BC meeting it in D, and produce AD to E so that $DE = \frac{1}{2} BC$; on AE as diameter describe a circle cutting BC or BC produced in F : prove that the square on DF is equal in area to the triangle ABC.

12. B 7. Construct a triangle on a given base such that the vertical angle is 45°, and that the perpendicular from one extremity of the base to the opposite side is half the base. State your construction clearly but do not give any proof.

12. B 8. A, B, C, D, E, F, are six points in a circle, such that AB is parallel to ED, and BC is parallel to FE ; prove that CD is parallel to AF.

VALUE.

ARITHMETIC.

HIGHER GRADE.

Wednesday, 17th June.—10 A.M. to 11.30 A.M.

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

10.   Additional marks will be given for neatness, arrangement, and style. Algebraical symbols may be used, if properly explained.

8.   1. Find, corrected to the nearest penny, the price of 127 tons 16 cwt. 2 qrs. of coal at 24s. 6d. per ton.

18.   2. Simplify.

$$(1) \quad \frac{4\frac{3}{4} - 1\frac{2}{7} - 2\frac{1}{5}}{(6\frac{3}{4} + 4\frac{1}{2}) \times (4\frac{1}{7} - 3\frac{2}{9})},$$

$$(2) \quad \frac{\cdot03 \times \cdot025}{(\cdot05)^3 - \cdot03 \times (\cdot05)^2},$$

(3)   4·375 of £2 10s. + 13·75s. – 3·27 of £3 6s. 8d.

10.   3. A man bought an estate at 18 per cent. below its real value and sold it at 10 per cent. above its real value. If his profit was £1358, how much did he pay for the estate?

10.   4. A tank, 1·2 metres long and 67 centimetres broad, is filled with water to a depth of 35 centimetres. Find the weight of the water to the nearest pound assuming that a cubic centimetre of water weighs a gramme and that a kilogramme is 2·204 pounds.

5. (1) Explain the object of each step in extracting square root, finding as your example the root of 289.

22.   (2) The area of a square is 139·808 square metres; find its side corrected to the nearest millimetre, without using unnecessary figures.

10.   6. Brass expands when heated so that a unit of length at the freezing point of water becomes 1·0019 at the boiling point of water. Express in cubic inches, corrected to three significant figures, the increase in bulk when a brass cube whose edge is 9 inches at the freezing point is heated to the boiling point of water.

12.   7. Find, to the nearest penny, the compound interest on £4,560 for 6 years at 5 per cent. payable yearly.

VALUE.

ALGEBRA.

HIGHER GRADE.

Wednesday, 17th June.—3 P.M. to 4.30 P.M.

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

10. Additional marks will be given for neatness, arrangement, and style.

6.   1. Simplify

$$\frac{(1 + x)\,(1 - x + x^2)\,(1 - x^3 + x^7) + x^6\,(1 - x)}{1 - x^2 + x^4\,(1 - x^2 + x^4)}$$

12. 2. State and prove the rule for finding the lowest common multiple of two quantities.

Prove from your method that if A and B be two algebraical expressions which have no common factor, it is possible to find two other expressions u and v such that

$$uA + vB = 1.$$

16. 3. Solve the equations

$$(1)\quad (a^2 - b^2)\,(x^2 - 1) = 4abx\;;$$

$$(2)\quad \begin{cases}(a - b)\,x + by = 2a^2 + b^2, \\ ax - (a - b)\,y = a^2 + 2b^2\;; \end{cases}$$

$$(3)\quad \sqrt{14 + x} - \sqrt{11 - x} = \sqrt{3 - x}.$$

14. 4. If

$$a : b = c : d,$$

prove that

$$pa + qb : ra + sb = pc + qd : rc + sd.$$

If

$$2a + b : 3a - b = 6a + 2b : 3a + b,$$

prove that

$$7\,(a + 3b) : 12\,(2b - a) = a + \text{b} : \text{b}.$$

12. 5. A rides at 10 miles an hour along a road, B starts from the same place an hour later and rides in the same direction at 12 miles an hour, C starts from the same place an hour after B, and travelling in the same direction as the others passes B 20 minutes before he passes A; find the two rates at which C may have travelled.

14. 6. Find the sum of 10 terms of the series 6, $4\frac{1}{2}$, 3, &c.

Three numbers are in arithmetical progression, the product of the numbers is 15 times their sum, and the sum of their squares is 155 ; find the numbers.

16. 7. Find an expression for the sum of n terms of a geometrical series whose first term is a, and whose common ratio is r.

If x be the sum of the first p terms of a geometrical series, y the sum of the first $2p$ terms, and z the sum of the first $3p$ terms, show that x, y, and $y + z - x$ are in geometrical progression.

VALUE.

GEOMETRY.

HIGHER GRADE.

Wednesday, 17th June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it must be clearly shown on what assumptions the demonstrations are based.

All figures should be drawn accurately with ruler and compasses.

10.   Additional marks will be given for good style, neatness, and accuracy.

Candidates should give about one hour to each part of the paper.

PART I.—A.

A 1. Bisect a given angle.

8.   Show that the construction, to draw a straight line at right angles to a given straight line from a given point in the same, may be considered to be a particular case of this proposition.

A 2. Prove that the straight line, drawn through a point in a circle at right angles to the diameter passing through that point, is a tangent to the circle, and that every other straight line through that point cuts the circle.

8.

A 3. Find a fourth proportional to three given straight lines.

10.   Find how many fourth proportionals can be found to three given straight lines, when the lines may be taken in any order.

14. A 4. If a straight line be perpendicular to a given plane, prove that every plane which passes through the straight line is perpendicular to the given plane.

If a straight line be not perpendicular to a given plane, prove that one and only one plane through the straight line is perpendicular to the given plane.

PART II.—B.

B 5. *AK* is the bisector of the angle *A* of the triangle *ABC*, prove that the bisectors of the angles *B* and *C* meet at a point in *AK*, and also that the bisectors of the exterior angles at *B* and *C* meet at a point in *AK*.

14.   Two circles *ABC*, *ADE* touch at *A* and *BD* is parallel to the tangent at *A* ; if the tangents at *B* and *D* meet in *O*, prove that *OA* bisects one of the angles between *OB* and *OD*.

B 6. Construct a triangle *ABC*, having given the length of *BC* and the lengths of the perpendiculars *BM* and *CN* drawn from *B* and *C* to the opposite sides.

12.   Examine the number of solutions.

B 7. *ABCD* is a square whose side *AD* is divided in *E* so that *AE* is a third of *AD* ; if *AC* and *BE* be joined, prove that the areas of the parts into which the square is divided are proportional to 1, 3, 9, and 11.

8.

B 8. If *ABCD* be a tetrahedron, give constructions to find (1) a point equally distant from the four vertices, (2) a point equally distant from the four faces.

16.

VALUE. ELEMENTARY TRIGONOMETRY AND LOGARITHMS.

HIGHER GRADE.

Tuesday, 23rd June.—10 A.M. to 11.30 A.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

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

1. Define the sine and tangent of an acute angle.

    Show how to extend your definition so as to embrace any angle less than four right angles.

11.   If $\cos A = 2 \sin A$, find the values of $\sec A$ and $\csc A$.

2. ABC is a triangle, right-angled at C; if A and b are given, find the values of a, c, B.

12.   In the triangle DEF, DG the perpendicular from D to EF is 6 millimetres; if $\cos E = \frac{5}{13}$, $\cos F = \frac{4}{5}$, find the sides of the triangle.

3. Prove geometrically that

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

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

4. Solve fully the equation

12. $\sin x + \sin 3x = \sin 2x + \sin 4x$.

5. Prove the identities

    (1) $\dfrac{\sin A + \sin B}{\cos A + \cos B} + \dfrac{\cos A - \cos B}{\sin A - \sin B} = 0$;

13.   (2) $\sin 2A + \cos 2A = \dfrac{(\cot A + 1)^2 - 2}{\cot^2 A + 1}$;

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

9. 6. Use logarithms to find the cube root of 5378·42 correct to two decimal places.

13. 7. If in a triangle ABC, $b = 137\cdot25$ units, $c = 125$ units, and $A = 48° 32' 30''$, find B and C.

10. 8. From a balloon the angles of depression of two successive milestones on a level road in the same vertical plane as the balloon are seen to be 45° and 30°, find the height of the balloon.

Value.

ALGEBRA.

Honours Grade.

Wednesday, 17th June.—3 p.m. to 4.30 p.m.

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

10.

Additional marks will be given for neatness, arrangement, and style.

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

1. Enunciate the Binomial Theorem.

15.

Write down the general term in the expansion of $(ax + b)^n$.

Find the coefficient of x^5 in the expansion of $(1 + x + x^3 + x^4)^5$.

15.

2. If $_nC_r$ represent the number of combinations of n things taken r together, find the value of r for which $_nC_r$ is greatest, when n is given.

In how many ways can $3n$ letters, of which x are a's, y are b's, and the rest c's, be arranged in a row ?

Show that the number of ways is greatest when $x = y = n$.

15.

3. Show that a rational proper fraction, whose denominator is the product of two integral functions which are prime to each other, can always be resolved into the sum of two proper fractions with these functions as denominators.

Resolve into partial fractions

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

Alternative Questions.

15.

4a. Solve the equations :

$$(1) \quad \frac{a}{x+b} - \frac{b}{x-a} = 2 ;$$

$$(2) \begin{cases} x^2 + xy + 2x + y = 11, \\ y^2 + xy + 2y + x = 7. \end{cases}$$

15.   *Or,*

4b. Rationalize the equation

$$(y + z - x)^{\frac{1}{2}} + (z + x - y)^{\frac{1}{2}} (x + y - z)^{\frac{1}{2}} = 0,$$

and deduce that, when x, y, z satisfy this equation,

$$(x + y + z)^4 - 27 \, (x^2 + y^2 + z^2)^2 + 54 \, (x^4 + y^4 + z^4) = 0.$$

VALUE.

5a. Explain what is meant by the graph of a function.

15.   Draw in a single figure the graphs corresponding to the equations

(1) $y = x$,
(2) $y = x^3$,
(3) $y = x^3 - x$;

and show how the third graph may be obtained from the first two by means of a geometrical construction.

Or,

5b. Explain what is meant by a complex number or quantity.
If a rational integral expression have the factor

15. $$x - a + b \sqrt{-1},$$

show that it also has a factor

$$x - a - b \sqrt{-1}.$$

Resolve $x^4 + a^4$ into two real quadratic factors, and $x^6 + a^6$ into three quadratic factors.

15   6a. Explain what is meant by Mathematical Induction.
Prove by induction or otherwise that if

$$a_n = a(a-1)(a-2) \ldots (a-n+1)$$

$$(a+b)_n = a_n + na_{n-1}\,b + \frac{n(n-1)}{1.2}\,a_{n-2}\,b_2 + \ldots + nab_{n-1} + b_n.$$

Or,

15   6b. Find an expression for the sum to n terms of the series whose rth term is $r(r+1)(r+2)(r+3)$.

Hence, or otherwise, sum the series.

$$1^3 + 2^3 + 3^3 + \ldots + n^3.$$

Value.

GEOMETRY.

Honours Grade.

Wednesday, 17th June.—12 Noon to 2 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.

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

Candidates may attempt seven questions, namely, Nos. 1, 2, 3, 4, and one of the alternatives in each of Nos. 5, 6, 7.

13.   1. Prove that the circle, described through the mid points of the sides of a triangle, also passes through the feet of the perpendiculars from the opposite vertices.

If this circle, the points in which it meets the base of the triangle, and the vertical angle be given, construct the triangle.

13.   2. ABC is a triangle inscribed in a circle, and D is the mid point of BC. If the tangents at B and C meet in E, and a circle described with E as centre and EB as radius, cut AB in F, AC in G, prove that FG passes through E, and that the angle FAE is equal to the angle CAD.

13.   3. Find a point P in the straight line $ABCD$ such that

$$AP.BP = PC.PD\,;$$

and prove that there is only one such point in the line.

13.   4. $ABCD$ is a regular tetrahedron and E, F are the mid points of AB, CD; prove that $EF^2 = \frac{1}{2}\,AB^2$.

Planes are described through each edge of $ABCD$ parallel to the opposite edge; prove that they enclose a cube, and determine its volume.

Alternative Questions.

13.   5a. If a transversal meet the sides BC, CA, AB of a triangle ABC in L, M, N respectively, prove that

$$BL.CM.AN = CL.AM.BN.$$

The inscribed circle of a triangle IJK touches IJ, JK in P, Q respectively, and PQ meets IK produced in R; express KR in terms of the sides of the triangle.

Or

VALUE.

13.

5b. If straight lines through the vertices A, B, C of a triangle ABC be concurrent in O, and meet the opposite sides in L, M, N respectively, prove that

$$BL.CM.AN = LC.MA.NB.$$

If a point P be joined to A, B, C and straight lines AD, BE, CF be drawn so that the angles BAD, CBE, ACF are respectively equal to PAC, PBA, PCB, prove that AD, BE, CF are concurrent.

13.

6a. Define a harmonic range.

P is any point in a circle whose diameter AB is produced to D; if PC be drawn to meet AB in C, so that the angle BPC be equal to the angle BPD; prove that A, C, B, D form a harmonic range.

Or

13.

6b. A, B, C, D are four points in a straight line; prove that

$$AB.CD - AC.BD + AD.BC = 0,$$

due regard being paid to the signs of the segments. Hence prove that the sum of the cross ratios $(ABDC)$ and $(ADBC)$ is unity.

13.

7a. Define the radical axis of two circles, and prove that the radical axes of three circles taken two at a time meet in a point.

On the sides AB, AC of the triangle ABC segments of circles are described towards the triangle containing angles supplementary to half the angle BAC. Any circle through B and C meets these segments in M and N; prove that BM, CN meet on the bisector of A.

Or

13.

7b. If any number of points are collinear, prove that their polars with respect to any circle are concurrent.

ABC is a triangle, and the tangent at A to the circumscribing circle meets BC in D and is produced to E, so that DE is equal to AD; prove that the polar of E with regard to any circle through B and C passes through A.

VALUE.

TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Tuesday, 23rd June.—10 A.M. to 11.30 A.M.

All ordinary symbols and contractions are allowed.
All the steps of the proofs must be given.

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

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

1. Find the expression for all the angles which have the same tangent as a given angle.

15.   Solve the equation tan $3\theta = 1$, (1) by means of the above theorem, (2) by a graphic method, or by solving for tan θ; and show the correspondence between the solutions.

5.   2. Find the cosine of any angle of a cyclic quadrilateral in terms of the sides, and deduce the sine of the same angle.

3. If r be the radius of the inscribed circle of a triangle, R the radius of the circumscribed circle, and r_1 r_2 r_3 the radii of the escribed circles, prove that :—

15.   (1) $r = 4R \sin\dfrac{A}{2} \sin\dfrac{B}{2} \sin\dfrac{C}{2}$;

                (2) $r_1 = 4R \sin\dfrac{A}{2} \cos\dfrac{B}{2} \cos\dfrac{C}{2}$;

                (3) $4R = r_1 + r_2 + r_3 - r.$

Alternative Questions.

4a. Define a logarithm and expand $\log_e (1 + x)$ in a series of powers of x.

Prove that

15. $\log_e 2 = 2 \left\{ \dfrac{1}{3} - \dfrac{1}{2} \cdot \dfrac{1}{3^3} + \dfrac{1}{3} \cdot \dfrac{1}{3^5} - \ldots \right\} +$

             $\left\{ \dfrac{1}{3^2} + \dfrac{1}{2} \cdot \dfrac{1}{3^4} + \dfrac{1}{3} \cdot \dfrac{1}{3^6} + \ldots \right\}$

Or

4b. Prove that $\dfrac{\sin\theta}{\theta}$ tends to the limit 1, as θ is indefinitely diminished.

15.   Prove that $\sin\theta$ is less than θ and is greater than $\theta - \dfrac{\theta^3}{4}$, and deduce the value of sin 1° to 5 decimal places.

5a. Prove that

           $\tan^{-1}x + \tan^{-1}y = \tan^{-1}\dfrac{x+y}{1-xy}.$

15.   Prove that the series

         $\tan^{-1}\dfrac{1}{2} + \tan^{-1}\dfrac{1}{8} + \ldots + \tan^{-1}\dfrac{1}{2n^2} + \ldots$

tends to the limiting value $\dfrac{\pi}{4}$. Is any special value for the inverse function implied ?

Or

5b. Prove that when $nB = 2\pi$

$$\cos a + \cos (a + B) + \cos (a + 2B) + \ldots + \cos \{a + (n-1) B\} = 0.$$

15.   A point O is taken within a circle of radius a at a distance b from the centre and points P_1, P_2, P_3, ... P_n are taken on the circumference, so that P_1P_2, P_2P_3, ... P_nP_1 subtend equal angles at O, prove that

$$OP_1 + OP_2 + \ldots + OP_n = (a^2 - b^2) \left(\frac{1}{OP_1} + \frac{1}{OP_2} + \cdot + \frac{1}{OP_n} \right).$$

15.   6a. The top of a pole is observed to have an angle of elevation θ, and its reflection in a lake h feet below the point of observation has an angle of depression ϕ. If x be the height of the top of the pole above the level of the lake, prove that

$$x = h \, \frac{\sin (\phi + \theta)}{\sin (\phi - \theta)},$$

and find x to the nearest foot when $h = 20$, $\phi = 60°$, $\theta = 45°$

Or

15.   6b. Lengths OP, OQ, OR, respectively equal to the sides BC, CA, AB of a triangle ABC, are measured along a straight line OX, and through P, Q, R straight lines PL, QM, RN are drawn, making the angle $LPX = \frac{1}{2}A$, $MQX = \frac{1}{2}B$, $NRX = \frac{1}{2}C$, prove that the lines PL, QM, RN meet in a point, and that the distances of that point from P, Q, R are equal to the distances of the inscribed circle of ABC from A, B, C.

VALUE.   ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Tuesday, 23rd 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.

1. Definite velocity, and state how it is measured.

One cyclist rides due north at 12 miles an hour ; another rides due east at 16 miles an hour. Find the velocity of the second
10.   cyclist relatively to the first in magnitude, and show his relative direction by means of a careful diagram.

2. A body is projected with velocity V and has an acceleration a in the same direction. If v be its velocity after it has travelled a
10.   distance s, prove that

$$v^2 - V^2 = 2as.$$

A stone is thrown down a well 100 feet deep with a velocity of 60 feet per second. Find with what velocity it will reach the bottom, taking the acceleration of gravity as 32 feet per second per second ; and find the time taken.

3. Forces of 15 and 8 units act at a point—

    (1) in the same direction ;

12.   (2) in opposite directions ;

    (3) in directions at right angles to each other ;

    (4) in directions making an angle of 120° with each other.

Find in each case the magnitude and direction of the result-
ant of the forces.

4. Explain how to find experimentally the centre of gravity of a thin
plane lamina of irregular form.

10.   Weights of 1, 2, 3, and 6 lbs. are placed at the corners A, B,
C, D of a square table $ABCD$. Show by means of a carefully
drawn figure the position of the centre of gravity of the weights.

5. Define work and horse-power, explaining the connection between
them.

12.   A man weighing 12 stone climbs a hill 4,000 feet high. Find
the work done against gravity and the average horse-power
exerted if the ascent take 5 hours.

6. State the laws of statical friction.

12.   A mass of 10 lbs. is placed on a plane which rises 3 feet
vertically in 5 feet measured up the plane, and the coefficient of
friction is $\frac{1}{2}$; find what force (if any) must act on the body up
the plane to prevent its slipping.

7. Define specific gravity.

A piece of wood floats in water, and $\frac{1}{5}$ of its volume is above
the surface ; find its specific gravity.

12.   If the wood be now placed in oil, and float with $\frac{3}{10}$ of its
volume above the surface, find the specific gravity of the oil.

What is meant by the pressure at a point in a fluid ? Show how the
pressure, at a point a given depth below the surface of smooth
water, may be calculated.

12   The height of the water barometer is 33 feet. A diving bell
is sunk in a lake, until the volume of air in the bell is reduced
to one-third its original volume. Find the depth of the surface
of the water in the bell below the surface of the lake.

VALUE.

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Higher Grade and Honours.

Tuesday, 23rd 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.

Candidates may try six questions, namely, Nos. 1, 2, 3, and an alternative in each of Nos. 4, 5, 6.

1. Prove that when a point moves in a straight line with uniform acceleration in the direction of motion, its average velocity during any interval is half the sum of its initial and final velocities.

15.

A train starts from rest with uniform acceleration, and, after travelling 10 miles, reaches its full speed of 60 miles an hour. It travels 10 miles at this rate, and is then uniformly retarded, coming to rest after travelling 10 miles more. Prove that its average speed during the whole time it is in motion is 36 miles an hour.

15.

2. If a point move with uniform acceleration, prove that its path is a parabola.

Prove that the range of a projectile on a horizontal plane through the point of projection is proportional to the product of the horizontal and vertical components of its initial velocity.

15.

3. Draw a figure of the system of pulleys in which the same cord goes round all the pulleys, and find the mechanical advantage of the system.

If a force of 56 pounds weight support an attached mass of 200 lbs., and a force of 40 pounds weight support an attached mass of 136 lbs., find the weight of the lower block and the arrangement of cord and pulleys.

Alternative Questions.

4a. Find the resultant of two given forces which act at a point in directions inclined at a given angle.

15.

A particle in equilibrium in the plane of a triangle is acted on by forces proportional to its distances from the vertices. Prove that it is situated at the centroid of the triangle.

Or

4b. Enunciate the principle of moments, and explain its application to the lever.

15.

A uniform rod AB, one pound in weight and 12 inches in length, being suspended from a point x inches from its centre, it is found that a mass of M pounds hung at A is balanced by 4 lbs. hung at B, while if the mass of M pounds be hung at B it is balanced by 3 lbs. hung at A. Find M and x.

VALUE.   5a. State Boyle's Law.

A cylindrical diving-bell, whose height is 8 feet and whose volume is 220 cubic feet, is immersed in water until the top of the bell is 10 feet below the surface. If the height of the water barometer be 33 feet, find how many cubic feet of air, measured at atmospheric pressure, must be pumped into the bell to keep out the water.

15.

Or

5b. Define specific gravity, and explain a method of finding the specific gravity of a liquid.

A mixture of specific gravity 1·6 is made by adding 5 litres of water to 12 litres of sulphuric acid of specific gravity 1·8 : find approximately what contraction has taken place in the volume of the combined liquids.

15.

6a. Define the hodograph of a moving point, and explain the relation between the velocity at any point of the hodograph and the circumstances of the motion. Deduce the form of the hodograph when a body starts with a given velocity and is acted on by gravity.

A point P has an initial velocity V and is acted on by gravity. After two seconds its velocity is found to be horizontal and of magnitude 32 feet per second. Find its initial velocity in magnitude and direction, assuming the acceleration of gravity to be 32 feet per second per second.

15.

Or

6b. State the laws of friction. How does dynamical friction differ from statical friction ?

A particle is projected with a velocity of 96 feet per second down a rough plane inclined to the horizon at an angle whose tangent is $\frac{5}{12}$. If the coefficient of friction be $\frac{2}{3}$, find (1) the retardation, (2) the velocity after t seconds, (3) when the particle will come to rest.

15.

VALUE.

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 23rd 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.

10.

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

16.

1. Define a parabola, its focus, directrix, and axis.

Prove that in the parabola the subtangent is equal to twice the abscissa and that the subnormal is constant.

18.

2. If in a parabola SY be the perpendicular from S on the tangent at P, prove that Y lies on the tangent at the vertex A, and that SY is a mean proportional between SP and SA.

Prove that PY is a mean proportional between SP and the abscissa AN.

10.

3. If QV be an ordinate to the diameter PV in the parabola, prove that $QV^2 = 4SP \cdot PV$.

14.

4. If S, S' be the foci of a central conic, A, A' the vertices, and X, X' the points in which the transverse axis meets the directrices, prove that AA' is a mean proportional between SS' and XX'.

Prove that any circle through S and X is cut orthogonally by the circle described on AA' as diameter.

18.

5. If from the foci of a central conic perpendiculars are drawn to the tangent at any point, prove that the feet of the perpendiculars are on the circumference of the circle described on the transverse axis as diameter.

If A be a fixed point within a circle, C the centre, and P any point on the circumference, prove that the straight line which bisects AP at right angles is a tangent to an ellipse whose foci are A and C.

14.

6. Prove that if all the generating lines of a cone be produced beyond the vertex, and a plane cut both the cone and the produced cone, the section will be a hyperbola.

VALUE.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(*Higher Grade and Honours.*)

Tuesday, 23rd 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 accurately drawn figures.

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

15.   1. How many conditions are necessary to determine the position of a straight line in a plane ? Give examples of the different forms these conditions may assume.

Write down the equations to the straight lines passing through the point (2, 3) and (i) parallel, (ii) perpendicular to the straight line
$$x + 4y = 7.$$

2. If
$$Ax + By + C = 0, \quad A'x + B'y + C' = 0,$$

15.

be the equations to two straight lines, prove that the straight line
$$(A + \lambda A')x + (B + \lambda B')y + C + \lambda C' = 0$$

passes through their point of intersection.

Find the relation necessary between a, b and c, in order that the lines
$$ax + by = c,$$
$$bx + cy = a,$$
$$cx + ay = b,$$

may meet in a point.

3. A circle has its centre at (a, b), and its circumference passes
15.   through the origin; find its equation, and the lengths of its intercepts on the axes.

4. The co-ordinates of A, B, P are $(a, 0)$, $(b, 0)$, (x, y). Prove that the tangent of the angle APB is

15.
$$\pm \frac{(a - b)\, y}{(x - a)\,(x - b) + y^2}$$

If A, B, C, D be collinear, and the angles APB, CPD are equal, find the equation to the locus of P.

5. Trace the following loci

        (1) $2x + y = 3$;

15.   (2) $x^2 + y^2 = 2$;

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

Find the two points common to the three loci.

6. Find the equation to the chord of contact of tangents drawn from the point (a, b) to the circle
$$x^2 + y^2 = c^2 ;$$

15.   and show that if this chord passes through a fixed point (p, q) then (a, b) lies on a fixed line.

Find the equation to this line when
$$p = q = \tfrac{1}{2}c,$$

and illustrate your result by a figure.

VALUE.

BOOK-KEEPING:

Friday, 19th June.—2 P.M. to 4.30 P.M.

On 1st July 1902, W. Cobb and J. Ball entered into partnership and commenced business as merchants in the name of Cobb and Ball. They agreed to divide their profit three-fourths to Cobb, and one-fourth to Ball; but the latter as managing partner was to receive a salary of £200 a year out of the profits before division.

Their transactions for three months were:—

			£	s.	d.
July 1.	W. Cobb contributes his agreed-on Capital which is lodged in Bank		3,000	0	0
,, ,,	J. Ball do. do.		1,000	0	0
,, ,,	Purchased from Charles Mitchell—				
	Premises and Furniture		5,000	0	0
	Stable		200	0	0
,, 2.	Paid him by cheque		3,200	0	0
,, ,,	,, by bill at 3/m/d.		2,000	0	0
,, ,,	Borrowed from William Crawford on bond over premises at 4% and lodged in Bank		3,000	0	0
,, 3.	Drew cheque for cash		50	0	0
,, ,,	Lost by clerk when bringing back money		5	0	0
,, ,,	Bought Office Books and Stationery (in cash)		12	6	6
,, ,,	Bought goods from John Williamson		520	10	0
,, 4.	Returned to him goods not up to sample		52	0	0
,, 10.	Sold goods to Charles Mitchell		367	15	0
Aug. 2.	Paid John Williamson (by cheque)		445	1	6
,, ,,	Discount allowed by him		23	8	6
,, 13.	Sold Goods for cash		27	1	3
,, 20.	Bought goods from John Williamson		631	2	6
Sept. 6.	Sold goods to Brown Bros.		191	5	0
,, ,,	Sold to Do. stable which was found not to be required		220	0	0
,, 8.	J. Ball drew for private personal expenses (by cheque)		15	0	0
,, 10.	Received Brown Bros. acceptance at 3/m/d.		411	5	0
,, ,,	Discounted same at Bank, yielding		406	2	0
,, 30.	Paid wages for quarter (in cash)		49	5	0
,, ,,	Allow for interest due on Wm. Crawford's loan		30	0	0
,, ,,	Allow for depreciation of Premises and Furniture		31	5	0
,, ,,	Goods on hand at this date valued at		733	2	3

Record these transactions in:—

> Cash Book;
> Invoice (or Goods Bought) Book;
> Returns Book;
> Day (or Goods Sold) Book;
> Journal.

56.

Note.—Do not journalise any entries recorded in the other books

54. Post from these books to a Ledger.

12. Frame a Profit and Loss Account for the three months ending 30th September, 1902.

Note.—The transfers to the Profit and Loss Account must be by Journal Entries.

12. Frame a Balance Sheet at 30th September 1902.

COMMERCIAL ARITHMETIC.—FIRST PAPER.

Thursday, 25th June.—2 P.M. to 2.30 P.M.

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

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

More importance will be attached to accuracy than to quickness.

Fill this in first { *Name of School*_____
                        { *Name of Pupil*_____

1. Add—

16459
3947
70584
679
31886
49375
8705
66993
24388
71690
178
62949
20796
384
16097
44968
1475
39587
641
83649
30076
8364
92873
15946
_____

13.

VALUE. 2. Write down the values of—

5 per cent. of £364 10s.	... ...
2½ ,, £198 3s. 4d.	... ...
15 ,, £47	.. ..
4 ,, £735	...
1 dozen articles at 6¾d. each	... ...
2 ,, ,, 1s. 1½d. each	... ...
1 gross ,, 4½d. each	... ...
25 articles at 4s. 6d. each...	... ...
150 ,, 2s. 6d. ,, ...	... ...
240 ,, 1s. 2½d. ,, ...	... ...
¾ + ⅚ − 7/12	... ...
·05 − ·00005	... ...
·05 × ·00005	... ...
·05 ÷ ·00005	... ...
·164 × 125	... ...
·164 ÷ 125	... ...
Express £4·725 in £ s. d.	... ...
,, £16·1875 ,,	... ...
,, 18s. 6d. as a decimal of £1	... ...
,, 4s. 3d. as a vulgar fraction of £1	...
,, 66 yds. ,, ,, ,, 1 mile	...
,, 1 quarter 12 lbs as a vulgar fraction of 1 ton	
,, 3·5 metres + 6·8 decimetres in centimetres	
,, 4 kilogrammes + 47 grammes in kilogrammes	

12.

COMMERCIAL ARITHMETIC.—SECOND PAPER.

Thursday, 25th June.—2.30 P.M. to 4 P.M.

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

7. Additional marks will be given for neatness, arrangement, and style.

Algebraical symbols may be used if properly explained.

7. 1. How many men can be employed for £65,458 6s. if each is to receive £18 11s. 6d. ?

7. 2. If the 11th October be a Saturday, what day of the week will the following 28th February be ?

VALUE.

3. Find the price of $4\frac{1}{2}$ per cent. stock when money invested in it brings in a return of $5\frac{1}{3}$ per cent.   (Disregard brokerage.)

7.

7.

4. An alloy of silver is mixed with an alloy of gold in the ratio of 7 to 9 ; the percentage of dross is $13\frac{1}{2}$ in the silver alloy and $17\frac{1}{4}$ in the gold alloy ; find the percentage of dross in the mixture.

7.

5. If an article cost 13s. 9d., at what price should it be marked in order that it may be sold at 10 per cent. below the marked price and still bring in a profit of 20 per cent. on the outlay ?

13.

6. A rectangular plot of ground is 85 feet long by 72 feet broad and is laid out as a lawn surrounded by a path 2 ft. 9 in. wide ; find (1) the area of the path in square yards, (2) the cost to the nearest penny of covering it 3 inches deep with gravel at 10s. the cubic yard.

10.

7. How many silver half dollars can be coined from 10 bars of silver, each 55 centimetres long, 36 millimetres broad and 25 millimetres thick ; if a half-dollar weigh $12\cdot5$ grammes, and silver be $10\frac{1}{2}$ times as heavy as water, a cubic centimetre of which weighs 1 gramme ?

10.

8. Find, to the nearest penny, the amount to which £460 will increase in 4 years at 4 per cent. compound interest payable yearly.