

SUPPLEMENT
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EXAMINATION PAPERS.

B. A. DEGREE EXAMINATION—1886-87.

ENGLISH POETRY.

Richard II; Samson Agonistes; Stanzas on the Death of Cromwell The Bard; Laodamia.

I. (a) From what source did Shakspeare draw the main incident of this Play? In what respects has he deviated from the actual facts of history?

(b) After the original Play had been published, a celebrated scene was added. Refer to this.

II. (a) Sketch and contrast the characters of Richard and Bolingbroke. *Exhibit your knowledge of the Play by referring to passages in support of your statements.*

(b) The parting scene between Richard and his Queen has been condemned by some critics, praised by others. Show that it is not out of harmony with Richard's character.

III. Give explanatory paraphrases of the following passages carefully bringing out the context in each case:—

- (1) It boots thee not to be compassionate:
After our sentence plaining comes too late.
- (2) 'T will make me think the world is full of rubs,
And that my fortune runs against the bias.
- (3) If thy offences were upon record,
Would it not shame thee, in so fair a troop,
To read a lecture of them?
- (4) Your husband he is gone to save far off,
Whilst others come to make him lose at home:
Here am I left to underprop his land.
- (5) If any be (*who think not God at all*) they walk obscure
For of such doctrine never was there school,
But the heart of the fool,
And no man therein doctor but himself.
- (6) His servants he with new acquit
Of true experience from this great event,
With peace and consolation hath dismiss'd,
And calm of mind, all passion spent.
- (7) Ah! judge her gently who so deeply lov'd,
Her, who, in reason's spite, yet without crime,
Was in a trance of passion thus removed.

IV. (a) How do the meanings of the following words as found in your text differ from their modern meanings? *Passengers—owe—learn—remember—bafled—fondly—inhabitable—incontinent.*

(b) Show how the following are accented in modern English and by Shakspeare in this Play:—*Revenue—aspect—presages—delectable.*

(4.) Aumerle *that was*. (5.) *This other Eden, demi-paradise.*
(6.) *Julius Cæsar's ill-erected tower.*

V. (a) Mention original authorities for the story of the Revolt of the Tartars. (b) Give an analysis of Zebek Dorch's motives in the proceedings up to the date of departure from the banks of the Wolga. (c) State in your own words the *lex talionis* and show the application made of it in the text. (d) Judging from his paper on the Revolt of the Tartars, what qualities as a historian do you consider De Quincey to possess?

VI. Describe, partly as an exercise in composition, (1) Hugh Miller's being benighted along with a friend in the Doocot Cave, (2) 'The romantic little episode' at the Torgau.

VII. (a.) Reference is made by De Quincey to the Exodus of Israel and the Plague of London. In what context or for what purpose is each introduced?

(b.) In using the word *anabasis* to describe Napoleon's invasion of Russia, what allusion does De Quincey make to ancient history?

(c.) Who or what is referred to under the names *Christopher North* and *Auld Reekie*, and what is meant by being in *Ishmael's* position?

(d.) State the question at issue in the Ossian-MacPherson controversy.

VIII. (a.) Give in your own words the meaning of:—*A chapel of ease—whole argosies of ammonites—gloss of the clerical enamel—the bleak lee-shore of necessity—writing in sand when the flood is coming in—one of the copperplate writers of the class.*

(b.) Explain the words or phrases in italics:—*Lichen'd trunks—the blue-stocking sisterhood—the poet Chalmers—the year of the tiger—the trampled worm—the barbaric East.*

IX. (a.) Re-produce the joke about the double meaning of the word 'crown,' and Hugh Miller's defence of the word 'marge;' and give the primary meaning of 'essay.'

(b.) Derive and show the meaning of 'journeyman' and 'anticipate.'

(c.) How and why does De Quincey apologise for using the words 'trashed' and 'indorsed;' and what distinction does he observe between 'ghostly' and 'ghastly'?

(d.) Give the meaning and history of 'Machiavellian' and 'Paladin,' and account for the first *r* in *Tartar*.

X. Compare or contrast the style of Hugh Miller with that of De Quincey in respect to (1) Vocabulary, (2) Sentences, (3) Figures of Speech.

ENGLISH LANGUAGE AND LITERATURE.

I. Paraphrase:—

Say, what is honour?—'Tis the finest sease
Of justice which the human mind can frame,
Intent each lurking frailty to disclaim,
And guard the way of life from all offence
Suffered or done. When lawless violence
A kingdom doth assault, and in the scale
Of perilous war her weightiest armies fall,
Honour is hopeful elevation—whence
Glory and triumph. Yet with politic skill
Endangered states may yield to terms unjust,
Stoop their proud heads, but not unto the dust,—
A foe's most favourite purpose to fulfil:
Happy occasions oft by self-mistrust
Are forfeited; but infamy doth kill.

II. (a) Mention in a single sentence for each what the following are noted for in English Literature:—

Caxton, Gawain Douglas, Sir Thomas Sackville, The Earl of Surrey, Nicholas Udall, Wicliffe.

(b) Name, with approximate dates, the authors of the following:—

The Alchemist, Arcadia, Euphues, Evangeline, Hudibras, Liberty of Prophesying, Piers Plowman, Vanity Fair.

III. (a) Give the plan of The Canterbury Tales, or of The Faerie Queen.

(b) Give a very brief sketch of the origin of the English Drama.

IV. (a) Give a sketch of Dryden's work and an estimate of his literary influence.

(b) Describe concisely the main lines of development in English Literature during the first half of the present century.

V. Re-write the following, using modern idioms, and modern spelling throughout:—

From *Sir Thomas More's letter to Lady More.*

Maistres Alyce, in my most hartly wise I recommend me to you; and, whereas I am enfourmed by my son of the losse of our barnes with all the corn that was therein, albeit (saving God's pleasure) it is gret pitie of so much good corne lost, yet, sith it heth liked hym to sende us such a chaunce, we must and are bounden, not only to be content, but also to be glad of his visitacion. He sente us all that we have loste, and sith he hath by such a chaunce taken it away again, his pleasure be fulfilled. Let us never grudge therat, but take it in good worth, and hartely thank him, as well for adversitie as for prosperitie.

Devise somewhat with your frendes, what waye wer best to take for provision to be made for corne for our household, and for sede thys yere comming, if ye thinke it good that we kepe the ground stil on our handes. And, whether ye thinke it good that we so shall do or not, yet I think it were not best sodenlye thus to leave it all up, and to put away our folk of our farme till we have somewhat advised us thereon. Howbeit, if we have more nowe than ye shall nede, and which can get them other maisters, ye may then discharge us of them. But I would not that any man were sodenly sent away he wote nere wether.

VI. (a) Explain the following sentence and give examples to illustrate your explanation:—"English was in its earlier forms a synthetic language, but it is now an analytic language."

(b) What is reduplication? For what purpose was it used in Old English? Give any instance of reduplication in Modern English.

VII. (a) What classes of words were introduced into English by the Norman Conquest? Give two examples of each class.

(b) Give the derivation and the meaning of the following words:—*Attic, jeremiad, lilliputian, meander, philippic, quixotic, simony, stentorian.*

VIII. (a) Account for the use of phrases containing pairs of words having the same meaning:—such as, 'use and wont' and 'will and testament.'

(b) The following pairs of words have the same origin, but the words differ in form and meaning. Account for this.

Hospital and hotel; slander and scandal.

IX. Give the meaning of the following:—

- (1) To steer between Scylla and Charybdis.
- (2) To stare out of countenance.
- (3) To nurse one's wrath to keep it warm.
- (4) To make a virtue of necessity.
- (5) Pigmies are pigmies still though perched on Alps,
And pyramids are pyramids in vales.
- (6) Words are like leaves and where they most abound,
Much fruit of sense beneath is rarely found.
- (7) 'Tis the sunset of life gives me mystical lore,
And coming events cast their shadows before.
- (8) 'Tis the divinity that stirs within us;
'Tis Heaven itself that points out an hereafter,
And intimates eternity to man.

ENGLISH COMPOSITION.

I. Write an Essay on *one* of the following subjects:—

(1) National pastimes as an indication of national character,

or

(2) How far we should be guided in our conduct by the world's opinion.

II. Write about two pages, developing fully with illustrations, the thought contained in any *one* of the following:—

- (1) Full little knowest thou that hast not tried
What bell it is in suing long to bide.—*Spenser*.
- (2) Fame is the spur that the clear spirit doth raise
(That last infirmity of noble mind)
To scorn delights and live laborious days.—*Milton*.
- (3) Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear.—*Gray*.
- (4) The best mirror is an old friend.—*Herbert*.
- (5) The best servant I ever had was myself.

—*General Gordon*.

FIRST IN ARTS EXAMINATION.—1886.

ENGLISH POETRY.

I. (a.) Paraphrase:—

- (1) As God in Heaven
In centre; yet extends to all, so thou
Centring receiv'st from all those orbs; in thee,
Not in themselves, all their known virtue appears,
Productive in herb, plant, and nobler birth
Of creatures animate with gradual life
Of growth, sense, reason, all summed up in man.
- (2) Nor can I think that God, Creator wise,
Though threatening, will in earnest so destroy
Us, his prime creatures, dignified so high,
Set over all his works; which, in our fall,
For us created, needs with us must fail,
Dependent made. So God shall uncreate,
Be frustrate, do, undo, and labour lose—
Not well conceived of God.
- (3) I am, my lord, as well derived as he,
As well possessed; my love is more than his;
My fortunes every way as fairly ranked,
If not with vantage, as Demetrius';
And which more than all these boasts can be,
I am beloved of beauteous Hermia.
- (4) In the modesty of fearful duty
I read as much as from the rattling tongue
Of saucy and audacious eloquence.
Love, therefore, and tongue-tied simplicity
In least speak most, to my capacity.
- (5) The leaves unsodden
Where the infant frost has trodden
With his morning-winged feet
Whose bright print is gleaming yet.

(b) Explain the following passages, taking the context into account:—

- (1) I would I had your bond, for I perceive
A weak bond holds you: I'll not trust your word.
- (2) This passion, and the death of a dear friend, would go near
to make a man look sad.

II. (a.) In the following extracts write down the meaning of the words in *italics*:—

- (1) Rather die
Deserted than *oblige* thee with a fact
Pernicious to thy peace.
- (2) The shallowest thick-skin of that barren *sort*.
- (3) Then *voluble* and bold, now hid, now seen
Amid thick-woven arborets.
- (4) Hath every *pelting* river made so proud,
That they have overborne their *continents*.

- (5.) I read you for a ranger sworn
To keep the king's greenwood.
- (6.) Whose liquor hath this virtuous property.
- (7.) I thought you lord of more true gentleness.
- (8.) Or that not mystic, where the sapient king
Held dalliance with his fair Egyptian spouse.

(b.) What is the force of the italicised epithets in the following expressions:—*incense-breathing morn*—*hoary Thames*—*olive-sandalled Appenines*—*unbreathed memories*—*triple Hecate*—*dewy sleep*.

(c.) Explain:—tilting furniture—tedded grass—spring of roses—childing autumn—collied night—hempen home-spuns.

III. (a.) Give the meaning and derivation of:—*lode-star*—*aby*—*cue*—*hectic*—*reverie*—*mice*—*seneschal*.

(b.) Point out and explain any grammatical peculiarities you observe in the following:—

- (1.) And him destroyed,
Or wou to what may work his utter loss.
- (2.) Greedily she ingorged without restraint,
And knew not eating death.
- (3.) The ploughman lost his sweat, and the green corn
Hath rotted ere his youth attained a beard.
- (4.) Are you not he
That frights the maidens of the villagery;
Skim milk, and sometimes labour in the quern.
- (5.) With sighs of love that costs the fresh blood dear.

(c.) Write a short note on the reading and interpretation of the lines:—

The human mortals want their winter here;
No night is now with hymn or carol blest.

(d.) Mark the scansion of the lines:—

- (1.) Ay, do, persevere, counterfeit sad looks.
- (2.) And with her personage, her tall personage.
- (3.) But room, fairy! Here comes Oberon.
- (4.) Not for thy fairy kingdom. Fairies away.
- (5.) Ay, many flowering islands lie
In the waters of wide agony.

IV. (a.) Write short notes in explanation of the allusions in the following passages:—

- (1.) You minimus, of hindering knot-grass made.
- (2.) Damned spirits all
That in crossways and floods have burial.
- (3.) Not less, but more heroic than the wrath
Of stern Achilles on his foe pursued
Thrice fugitive about Troy wall.
- (4.) More duteous at her call
Than at Circean call the herd disguised.

- (5.) Once did she hold the gorgeous East in fee
And was the safeguard of the West; the worth
Of Venice did not fall below her birth,
Venice, the eldest child of liberty.

(b.) To whom or to what are the epithets—*Sun-girt City*—*stern huntsman*—*Nature's darling*—*lob of spirits*—*terrestrial heaven*—*the highth of Rome*—applied? Explain them.

(c.) Complete the following similes from the text, using your own words:—

- (1.) As ivy leaves around the ruined turret wreath,
All green and wildly fresh without, but worn and gray
beneath.
- (2.) As travellers oft look back at eye
When eastward darkly going,
To gaze upon that light they leave
Still faint behind them glowing.

(d.) Quote (1.) from a *Midsummer-Night's Dream* either the lines in which Theseus describes the working of imagination in the lunatic, the lover and the poet, or those in which Oberon describes to Puck the song of the Mermaid; (2.) from *Paradise Lost*, Book IX either Milton's description of morning in Eden, or his description of the physical accompaniments of the fall of Adam and of Eve.

(e.) In what terms does Gray allude to (1) the playfields of Eton, (2) Hampden, (3) Milton, (4) Pindar?

V. (a.) *Paradise Lost* falls naturally into three sections. Give a brief outline of the subject matter of each, and point out the position occupied by Book IX in the plan of the poem.

(b.) State in your own words the arguments used by Satan to convince Eve that she incurred no danger in eating the forbidden fruit.

VI. (a.) Discuss the appropriateness of the title *A Midsummer-Night's Dream*.

(b.) "The play of the clowns is as it were the reverse of the poet's own work." Show wherein the contrast consists, referring to the text in illustration of your answer.

(c.) Mention the leading qualities that Shakespeare ascribes to the fairies. Contrast the characters of Helena and Hermia.

(d.) Describe the character of Bottom, with a view to showing how it is one of the main sources of humour in the play.

ENGLISH PROSE.

1. (a.) Contrast the characters of Richard of England and Philip Augustus of France. Explain the cause of the Archduke of Austria's hatred of Richard, and mention the 'one action of violence and perfidy' by which his character is stained in history.

(b.) What reasons had the Grand Master of the Templars and Conrade of Montserrat for fearing either the complete success or the complete failure of the Crusade, and what advantages did they hope to obtain, should the chiefs of the enterprise make peace with Saladin and withdraw their forces from Palestine?

II. (a.) 'List to a Frank, and hear a fable.' By whom, and with reference to what, is this proverb employed; and what reasons are given by the person who quoted it, at a subsequent stage of the narrative, for his assumption of ignorance on that occasion?

(b.) What mistake was Theodorick of Engaddi labouring under while he was urging that Edith Plantagenet should be given in marriage to Saladin?

III. Relate the story of 'The Bloody Vest,' and explain clearly why the Lady Edith, while she thanked Blondel for the lay, 'thanked doubly the kindness of the kinsman who suggested it.' In what circumstances does Richard afterwards allude to the story?

IV. (a.) Paraphrase the following passages, and name the speaker and give the context in each case:—

(1.) 'It is a dish choicely cooked to the palate of King Richard.'

(2.) 'When the rich carpet is soiled, the fool pointeth to the stain—the wise man covers it with his mantle.'

(3.) 'Yet and but are words for fools—wise men neither hesitate nor retract—they resolve and execute.'

(4.) 'This misproud and amphibious caitiff puts the monk upon me.'

(b.) Explain:—(1) a knight of the Red Cross, (2) *Lingua Franca*, (3) to come between the dragon and his wrath, (4) to change steel and buff for velvet and gold, (5) the language of Oude, (6) a guard of bows and bills.

V. (a.) To whom or to what are the following names applied in the 'Talisman':—(1) the unshorn Samson of the Isle, (2) the Teutonic wine-skin, (3) a stag of ten tynes, (4) the amphibious republic?

(b.) Write short notes on (1) the valiant Blacksmith, (2) the Council of Clermont, (3) the Assize of Jerusalem, (4) the Borak of the Prophet.

VI. (a.) On what grounds does Sir Alexander Grant place the birth of Xenophon about 431 B. C.? Give a brief sketch of Xenophon's life and surroundings after he settled at Scillus.

(b.) State (1) the claim of the Cyrus of the 'Anabasis' to the throne of Persia, (2) the pretext on which he raised a Greek army to prosecute his claim, (3) the chief event that happened on the arrival of the Greeks at Tarsus, (4) why Clearchus disobeyed the orders of Cyrus at the battle of Cunaxa.

VII. Relate the tradition of the beginning of the relationship between Socrates and Xenophon. On what charges was Socrates brought to trial, who were his accusers, and what answer did he make to each charge? What rule did Socrates observe regarding prayer, and what was his theory of the Beautiful?

VIII. (a.) Give the meaning of:—

(1.) While the Great King alone was allowed to wear the upright turban on his head, any other man, who had the Greeks on his side, might wear it in his heart.

(2.) A fresh shuffle of the political cards in Greece took place.

(3.) One thing particularly strikes the modern reader, and that is—the smallness of the sums in which Xenophon thinks.

(4.) The element of nets in Xenophon's hare-hunting may be considered by some to give it a poaching character, which consists in having too great an eye to the pot.

(b.) Explain:—(1) fighting for his own hand, (2) to make a golden bridge for a flying enemy, (3) the beginning of the end, (4) a good stroke of looting, (5) to give one the cold shoulder, (6) to throw pearls before swine.

(c.) Give an English word that is derived from each of the following proper names which occur in your text:—(1) Chalybes, (2) Cerasus, (3) Phasis, (4) Byzantium, (5) Pergamus.

IX. (a.) Simply name (1) the secret which the 'Anabasis' divulged to the world, (2) one of the works of Xenophon which is 'a novel with a purpose,' (3) the first extant instance of a prose love-story in European literature, (4) Xenophon's chief merit and his chief service to modern readers.

(b.) Sir Alexander Grant says that (1) the capitulation of Athens, (2) the expedition of Cyrus, (3) the condition of the Greek army after the massacre of the generals, and (4) the question of the independence of the temple of Delphi, are analogous to certain things in modern history. Mention these.

X. Explain the following allusions:—

(1.) Thou art King Arthur of Britain, whom the fairies stole away from the field of Avalon.

(2.) The destroying angel hath stood still, as of old by the threshing-floor of Araunah the Jebusite.

(3.) But this would be stealing a march, and in any question about stealing I am diffident about speaking before Lacedæmonians.

(4.) "In both rivers," adds Xenophon—speaking somewhat after the manner of Fluellen—"there are fish and cockles."

ENGLISH LANGUAGE.

I. Give in your own words as close an explanation as possible of the leading ideas in the following Sonnet:—

Four seasons fill the measure of the year;
There are four seasons in the mind of man;
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span;
He has his Summer, when luxuriously
Spring's honey'd cud of youthful thought he loves
To ruminate, and by such dreaming high
Is nearest unto heaven: quiet coves
His soul has in its Autumn, when his wings
He furleth close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook:—
He has his Winter too of pale misfeature
Or else he would forego his mortal nature.

II. (a.) Explain the following expressions and introduce each into a sentence of your own:—(1) *to be a thorn in one's side*, (2) *to a man*, (3) *to make both ends meet*, (4) *to burn the candle at both ends*.

(b) Complete the following common expressions and use each in a short sentence:—

- | | |
|-----------------------|-----------------------|
| (1.) Slow and—. | (2.) Rough and—. |
| (3.) Free and—. | (4.) With fire and—. |
| (5.) Wear and—. | (6.) From— to mouth. |
| (7.) Through—and woe. | (8.) With might and—. |

[EXAMPLE:—Short and *sweet*. The letter I received was 'short and *sweet*']

III. (a) What is meant by *inflection*?

(b) Mention two inflections that have disappeared from the language.

(c) How do we supply the place of inflections in Modern English?

(d) Taking the following sentence as an example, show the inconvenience that arises from the want of inflection:—*All the air a solemn stillness holds.*

IV. Point out the subordinate clauses in the following passage, stating the grammatical relation of each to some particular word in the sentence:—

Of man's first disobedience and the fruit
Of that forbidden tree whose mortal taste
Brought death into the world and all our woe
With loss of Eden till one greater Man
Restore us and regain the blissful seat
Sing Heavenly Muse that on the secret top
Of Horeb or of Sinai didst inspire
That shepherd who first taught the chosen seed
In the beginning how the heavens and earth
Rose out of Chaos.

V. (a) Briefly illustrate the idiomatic use of each of the following verbs:—*confide—contend—divert—encroach—expostulate—impart—intercede—vie.*

(b) Distinguish between the words in the following pairs and show, by a short sentence for each, their correct use:—

(1) *Contemptuous, contemptible.* (2) *Imaginative, imaginary.* (3) *Luxurious, luxuriant.* (4) *Populous, popular.*

VI. (a) Show the mixture of metaphor in the following:—

- (1.) To take arms against a sea of troubles.
- (2.) He failed to unravel the obscurity.
- (3.) Mr. Speaker, I smell a rat, I see him brewing in the air, I shall yet nip him in the bud.

(4.) This is certainly not the pivot round which opinions in this country are crystallizing.

(b) Point out anything you deem objectionable in the following sentences and give reasons for your opinion:—

(1) William Shakespere was the sun among the lesser lights of English poetry, and a native of Stratford-on-Avon.

(2) The observance of the heavenly bodies must have been attended with great difficulties, before the telescope was discovered, and it is not to be wondered at if the investigations of astronomers were often unsatisfactory and failed to produce complete persuasion.

(3) I have often heard him reiterate that he would never again, if a safe and secure path was open to him, prefer the perilous road of danger.

(4) The opinion that the sun is fixed was once too universal to be easily shaken.

VII. (a) What is meant by calling a man:—

(1) *a Hercules*, (2) *a Sphinx*, (3) *a Solomon*, (4) *a Croesus*?

(b) What is meant by comparing a man to (1) *a mule*, (2) *a fox*, (3) *a chameleon* (4) *a cormorant*.

(c) Give the origin and meaning of the following expressions:—

(1) *a Laconic speech*—(2) *a Utopian scheme*—(3) *a Draconian law*—(4) *a Capuan retreat*—(5) *a Gordian knot*—(6) *an Arcadian land*.

VIII. Put into simple idiomatic English:—

- (1.) Uneasy lies the head that wears a crown.
- (2.) A house without books is a body without a soul.
- (3.) Suspicion always haunts the guilty mind.
- (4.) A thousand years scarce serve to form a state;
An hour may lay it in the dust.
- (5.) Good name in man or woman, dear my Lord,
Is the immediate jewel of their souls.
- (6.) Loveliness
Needs not the foreign aid of ornament,
But is, when unadorn'd, adorn'd the most.

IX. (a) What changes in meaning have the following words undergone:—*animosity—censure—cheer—cunning—insolent—meat—officious—virtue.*

(b) Give the derivations of:—*book—bridegroom—euphony—idiom—nought—rhyme—school—volume.*

(c) What is meant by a *hybrid*? Show that the words *shepherdless* and *eatable* are hybrids.

X. Write an Essay, of not more than *four* pages in length, on:—
Commerce as a means of Civilization.

PHYSIOLOGY.

I. Why do we need a constant supply of fresh air? What ultimately becomes of the air we breathe?

II. What are the waste products formed in the body? Explain precisely where these are formed. What determines the quantity formed in any tissue?

III. What is meant by the term "intestinal absorption"?

Explain accurately how the absorbed nutriment becomes part of the body?

IV. Write a short general account of the disposition of the chief viscera in the body.

V. Describe briefly each of the following structures:—(a) connective tissue, (b) sweat glands, (c) lymphatics.

MATRICULATION EXAMINATION.—1886.

ENGLISH LANGUAGE.

I. Paraphrase:—

The glories of our birth and state
 Are shadows, not substantial things;
 There is no armour against fate:
 Death lays his icy hand on kings;
 Sceptre and crown
 Must tumble down,
 And in the dust be equal made
 With the poor crooked scythe and spade.
 Some men with swords may reap the field,
 And plant fresh laurels where they kill;
 But their strong nerves at last must yield;
 They tame but one another still,
 Early or late
 They stoop to fate,
 And must give up their murmuring breath,
 When they, pale captives, creep to death.

II. (a.) Give the plurals of:—*man-servant*—*man-of-war*—*Lord-Lieutenant*—*Lieutenant-General*.

(b.) Give the diminutives of:—*man*—*part*—*isle*—*animal*.

(c.) Expand the following compounds into phrases, using appropriate prepositions to connect the words of which they are composed:—*star-gazers*—*horse-dealers*—*tea-cups*—*sea-breezes*.

EXAMPLE:—*Watch-maker*—a maker of watches.

III. (a.) Give the meanings of the following idiomatic expressions:—

- (1.) The matter was *lost sight of* entirely.
- (2.) I am quite *in the dark* as to his intentions.
- (3.) He *set his face against* the proposal.
- (4.) He *turned a deaf ear* to my request.

(a.) Give one word to express each of the following:—

- (1.) Incapable of being wounded.
- (2.) Incapable of being understood.
- (3.) Incapable of being seen.
- (4.) Incapable of being defended.

IV. (a.) Express negatively, making no change in the meaning:—

- (1.) He was too late to catch the train.
- (2.) Everything he touched he adorned.

(b.) Express the following sentence in two ways, using (1) the noun form, and (2) the adjective form of '*presumes*':—He presumes to question my authority.

(c.) Express in the direct form of question and answer:—

I asked him how he dared to disobey my orders and whether he did not deserve to be punished. He said he was sorry he had offended me and hoped I would forgive him.

V. (a.) Expand the phrase, common to each of the following sentences, into a clause:—

- (1.) *Deprived of her naval supremacy*, England was yet able to maintain the war.
- (2.) *Deprived of her naval supremacy*, England was not able to maintain the war.
- (3.) *Deprived of her naval supremacy*, England will not be able to maintain the war.

(b.) Contract into one simple sentence:—

If it had not been for the assistance he received, it is not possible he could have succeeded.

(c.) Combine the following into one sentence, without using the conjunction '*and*':—

I was thus musing; I cast my eyes towards the summit of a rock the rock was not far from me; I discovered a person on the rock; he was in the habit of a shepherd; he was in reality a being of superior nature.

VI. Analyse the following into clauses and state the kind and construction of each:—

However much we may pretend to be tired of life, it cannot be doubted that most of us cling to it with an eagerness that would be surprising, if we did not know how strong the feeling of hope is in the human breast.

VII. (a.) Distinguish between (1) strong verbs and weak verbs, (2) defective verbs and impersonal verbs,—giving one example of each.

(b.) The following verbs have each two forms of past participle: distinguish between them, and illustrate the correct use of each by means of short sentences:—

bear—*hang*—*load*.

VIII. Rewrite the following passage, correctly using all the idioms that appear to you to be violated:—

I call into my mind that on a former occasion when the slaves were set at freedom, they at once carried up arms and began to make waste the country. Their misdeeds being brought to the light a force was sent against them which drove them to flight, but it must be borne in our minds that for a time, the fate of the country shook in the balance.

IX. Write a page and a half on your favourite subject and on the benefit you expect to derive from the study of it, or

Write a short account of any historical person of whom you think highly, and give your reasons for admiring his character.

ENGLISH TEXT.

I. (a.) What productions of Chaucer are referred to in '*Rokeby*'? How is a tropical sunset described in your text, and how were challenges given among the Redesdale Borderers?

(b.) Mention the person who is supposed to be the speaker in the following passage, and state how the prophecy was fulfilled:—

“Lord James of Douglas, mark my rede!
That heart shall pass once more
In fiery fight against the foe,
As it was wont of yore.”

II. (a.) Give the meaning of the following passages in idiomatic English, removing all figurative language wherever it occurs:—

- (1) My heart is in the coffin there with Caesar.
And I must pause till it come back to me.
- (2) But thou—thou art not for our course,
Hast fear, hast pity, hast remorse;
And he, with us the gale who braves,
Must heave such cargo to the waves.
Or lag with overloaded prore,
While barks unburden'd reach the shore.
- (3) Ye shrink?—the bards whose lays
Have made your deep hearts burn,
They have left the sun and the voice of praise,
For the land whence none return.
- (4) Is it for bond or faith you come,
Or yet for golden fee?
Or bring ye France's lilies here,
Or the flower of Burgundie?

(b.) Explain (1) to steal away your hearts, (2) the doddered eak, (3) a prisoner at large, (4) the weather-gage of fate, (5) starry lore, (6) hard at bay.

III. (a.) What is the meaning of the words and phrases in italics in:—(1) But what *fell* next? (2) I was dismissed as evening *fell*. (3) *Fell* as he was in act and mind. (4) They fly o'er flood and *fell*. (5) *The ice was broken*, and now her parents were aware of her design. (6) The Neva was frozen over, but *the ice was on the point of breaking up*.

(b.) Substitute other words or phrases for the prepositions italicised below:—

- (1) If, *for* my life from slaughter freed,
I yet could pay some grateful meed.
- (2) O'Neale
Has drawn *for* tyranny his steel.
- (3) And *for* the word of Hope and Faith
Resounded loud a doom of death.
- (4) *For* aught beside,
Let Wilfrid's doom my fate decide.

IV. (a.) Write in prose order—

While yet the smoke the deed conceals,
Bertrain his ready charger wheels;
But flounder'd on the pavement-floor
The steed, and down the rider bore.

(b.) Name the speaker and the persons referred to in:—

“The maiden is mine only child
Yet shall my blessing leave her head,
If with a traitor's son she wed.”

(c.) Name the countries from which the ‘birds of passage’ are said to come; and give the meaning of the italicised epithets in (1) the *fading* hill, (2) Scotland's *kindly* earth, (3) the trumpets *warbling* call.

V. (a.) Write a short note on the grammar of the italicised portions of:—

- (1) What cause withholds you then *to mourn* for him?
- (2) Three summer days are scantily past
Since *I have trod* this cavern last.
- (3) Now fare *thee* well.

(b.) Account for the mood of *were* in (1); write down the subject of *lies* and the direct object of *tell* in (2); give the construction of *jewels* in (3); and parse the italicised words in (4):—

- (1) If it *were* so, it was a grievous fault.
- (2) There is a freit *lies* near my soul
I needs must *tell* to thee.
- (3) What sought they thus afar?
Bright *jewels* of the mine?
- (4) Gold shalt thou have, and *that* good store,
And freedom, his *commission* o'er.

VI. (a.) Why did the Society of Artists of St. Roch give the Tintoretto the name of Il Furioso, and why did his mother propose to call him so?

(b.) What fact mentioned in your text shows that the horse was a new animal to the Tabascans; what was a floating-garden; and why did a certain spot near the Mexican capital receive the name of *Aloarado's Leap*?

VII. (a.) Explain the following passages, and give the context in each case:—

- (1) One would think he was giving advice, as you run up the scale, to keep yourself in practice.
- (2) As he foresaw, the daring act had the effect of bracing his men to a pitch of resolution all but supernatural.
- (3) This last act filled up the measure of the Mexican endurance.

(b.) Name (1) the Italy of Siberia, (2) the gossiping chronicler of the Conquest (of Mexico), (3) the Athenians of the New World and (4) the Venice of the Aztecs.

VIII. Write each of the following passages making the changes indicated:—

- (1) Consent, and all this dread array,
Like morning dream small pass away—with a *clause of condition*.
- (2) “It is quite true,” said her father. “Are you ill my child, or is there anything troubling you? Speak freely and openly. You are a modest, and prudent girl, and that makes amends for much”—*using the indirect form of speech*.

(3.) Lopouloff was so reluctant to consent to her departure, that he kept the passport locked away—using for ‘reluctant’ its *un* form.

(4.) Their approach gave great alarm, and Montezuma set on foot a scheme for their massacre at Cholula, which *was discovered* by Cortes, who took a terrible vengeance on the sacred city—*changing the voice of each of the italicised verbs.*

ARITHMETIC.

(N.B.—Answers in money *must* be stated in £ s. d. or in Rs. a. p. as the case may be, and *not* as fractions of £1 or of a Rupee.)

I. State and explain the rule for the multiplication of vulgar fractions.

Simplify $\frac{2}{3} (1\frac{1}{2} - \frac{2}{3} \text{ of } 1\frac{1}{3}) + \frac{1}{12} \times \frac{\frac{3}{4} + \frac{2}{3}}{\frac{3}{4} - \frac{2}{3}} = 20.$

II. Express £66-14-5½ as the decimal of Rs. 1,000, the rupee being worth 1s. 4½d.

III. Distinguish between pure and mixed recurring decimals.

Find the value of 0.945 of £2-3-6½ + 0.37259 of £1-8-1½.

IV. Find by any method the rent of 156 ac. 3 r. 24 p. 11 sq. yds. at Rs. 25-3-4 per acre.

V. A clock which gains 3 m. 56 s. in 24 hours was set correctly at noon on the 1st of January 1894. Find to the nearest minute the next date at which it indicated correct time.

VI. Twenty men are employed to make a tank 40 ft. long, 20 ft. broad, and 6 ft. deep. They work for 30 days and have just completed one-third of the work, when it is resolved to increase the length of the tank by 10 ft., the breadth by 4 ft. and the depth by 2 ft. How many additional men must be employed in order that the work may be completed in 30 days more?

VII. The difference between the simple and compound interest on a sum of money for 3 years at 5 per cent. is £7-12-6. Find the sum.

VIII. The capital of a certain railway is £1,000,000 in 20,000 shares of £50 each, fully paid up. The gross annual receipts are £105,000 of which 48 per cent. is absorbed in working expenses, £1,600 goes to the reserve fund, and the remainder to pay dividend. Find what annual income a person will obtain from the investment of £4,500 in the undertaking, the shares being at £62-10-0.

IX. Ice is manufactured for 6 pies a pound and sold for 9 pies a pound. Two-thirds of the quantity made is kept for sale at the factory and the remainder is sent to branch shops. If the average loss from melting of the former be 12½ per cent. and that of the latter be 25 per cent. Find the gain on every ton made.

X. The average width and depth of a river at its mouth are 240 yards and 6 feet respectively, the average rate of flow is 3 miles per hour, and the amount of sediment per cubic foot of water discharged is 1½ cubic inches. Find the amount of sediment deposited annually; and the depth of the deposit, supposing it spread uniformly (i.e. to the same depth throughout) over an area of 146 square miles.

PHYSICS.

I. Distinguish carefully between “pressure of the atmosphere” and “weight of air.” Illustrate your answer by a description of two experiments.

II. Describe some experiment showing that when a substance is immersed in water no weight is really lost.

III. Define energy. Compare the amounts of energy possessed by two cannon balls, one weighing 10 lb. and at a height of 10 feet, the other weighing 20 lb. and at a height of 5 feet: both balls being at rest.

IV. How do you account for the fact that no sound is heard when a bell is rung in a vacuum? When a great explosion takes place on the shores of a lake a man in a boat far out on the lake hears two reports. Explain this.

V. How would you raise the temperature of water to 100° at the top of a high mountain? Describe a method of causing water to boil at 100° at the bottom of a deep mine.

VI. What is meant by conduction, convection, and radiation of heat? Illustrate your answer by reference to the heating of a pot of water over a fire.

VII. What is a lens? Light from a very distant object falls on a lens; draw, on a large scale, a diagram showing the paths of the rays of light.

VIII. Given a wide mouthed bottle, what else would you require to make a Leyden jar, and how would you proceed to make it? When a Leyden jar is discharged what becomes of the energy?

IX. Describe the battery first made by Volta. Given such a battery, a piece of iron, and some wire, how would you make a magnet?

CHEMISTRY.

I. Classify the following substances under the heads, (1) elements, (2) chemical compounds, or (3) mechanical mixtures, and in each case give the reasons for your classification:—coal-gas, sea-water, brimstone, white-lead, quicksilver, black-lead, and quicklime.

II. Charcoal will burn in the air, but if it be placed in a vessel from which the air is excluded it will not burn. If however some nitre be mixed with the charcoal before it is placed in the vessel, the charcoal can be made to burn in spite of the exclusion of the air. Explain clearly why the charcoal burns in the vessel when nitre is mixed with it and not before. What important use has been made of this power which nitre possesses of making charcoal burn in spaces destitute of air?

III. Mention the principal substances that ordinary river-water contains in solution.

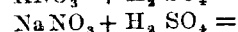
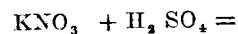
What substances particularly injurious to health often occur in the river-water or shallow well water of towns? Describe some simple process (such as could be used in any household) by means of which such dangerous waters could be made safer to drink.

IV. Silver chloride is an insoluble and cupric (or copper) chloride a soluble salt. Explain clearly how, taking advantage of the above facts, the silver could be separated from the copper in a solution containing silver and cupric nitrates. Supposing that you had succeeded in separating the silver from the copper, how could you proceed to test for the copper?

V. State the law of combination by weight in multiple proportions.

Two elements A and B combine together in two different proportions by weight as follows:—A 42·86 and B 57·14, A 27·27 and B 72·73. Do these elements in these combinations obey the law of combination in multiple proportions? Give the reasons for your answer.

VI. Complete the following equations and explain fully their meaning:—



Supposing that the compounds represented by the formulæ KNO_3 and NaNO_3 were the same price, which would be the more economical compound to use in the manufacture of nitric acid? Give the reasons for your answer.

(The atomic weights of nitrogen, oxygen, sodium, sulphur, and potassium are 14, 16, 23, 32, and 39 respectively.)

Middle School Examinations.

EXAMINERS IN ENGLISH SUBJECTS FOR 1886.

ENGLISH HANDWRITING.

Examiners:—Mr. B. Lavery; Mrs. Barrow; Mr. H. B. Bernard.

DICTATION.

Examiners:—Miss Eddes; Mr. David Joseph, B.A.; Mrs. W. A. Symonds; Mr. G. W. Armstrong.

GRAMMAR AND LANGUAGE.

Examiners:—Mr. W. H. G. Kenrick, M.A.; Mr. C. M. Leonard, B.A.; Rev. A. C. Taylor, M.A.; Rev. W. Joss; Miss Carr; M.R.Ry. S. Ramadas Aiyar, B.A.; Mr. L. D. Swamikannu, M.A.; Mr. R. S. Sheppard, B.A.; Mr. T. C. Rice, B.A.; Mr. L. C. Williams, B.A.

COMPOSITION.

Examiner:—Mr. H. Croley.

ARITHMETIC.

Examiners:—Mr. J. D'Vaz; M.R.Ry. M. A. Natesa Dikshitar, B.A.; Mr. G. Bickle; Mr. P. P. D'Rozario, B.A.; M.R.Ry. C. Gopalakristna Mudaliar, B.A.

GEOGRAPHY AND INDIAN HISTORY.

Examiners:—Mr. James Small; Mrs. Wallace; M.R.Ry. T. Rama Rau, B.A.; Mr. G. T. Maddox, B.A.; Mr. J. P. Kotilingam, B.A.; Mr. J. Zaccheus; Mr. A. G. Bower; Miss Bernard; M.R.Ry. M. B. Susai Pillay, M.A.; Mr. H. Cooney, B.A.; Miss Keely; Miss Stephen.

MATHEMATICS.

Examiners:—M.R.Ry. A. Ramachandra Aiyar; M.R.Ry. S. Krishnasawami Aiyar, B.A.; M.R.Ry. P. R. Sundara Aiyar, B.A.; Mr. T. R. Scott, B.A.; M.R.Ry. P. Sundarum, B.A.; Mr. M. Kenny, B.A.; M.R.Ry. N. Raghunathachariar, B.A.; M.R.Ry. T. Panchapakesa Aiyar, B.A.; Mr. A. G. King B.A.; M.R.Ry. S. Radhakrishna Aiyar, B.A.

PHYSICAL GEOGRAPHY, INTRODUCTION TO SCIENCE AND ASTRONOMY.

Examiner:—M.R.Ry. R. V. Srinivasa Aiyar, B.A.

PHYSIOLOGY.

Examiner:—Rev. Mr. Kemp, S.J.

ENGLISH HISTORY.

Examiner:—Rev. S. Morley.

BOTANY.

Examiner:—Mr. R. Hollingsworth.

AGRICULTURE.

Examiner:—Mr. C. Benson.

DRAWING, MODELLING, AND WOOD ENGRAVING.

Examiners:—Mr. E. B. Havell; Mr. E. Holder.

MUSIC.

Examiner:—Mr. W. D. St. Leger.

NEEDLEWORK.

Examiner:—Miss Rose.

DOMESTIC ECONOMY.

Examiner:—Miss Carr.

SHORTHAND WRITING.

Examiner:—Mr. C. A. Paterson M.A., LL.B.

BOOK-KEEPING, COMMERCIAL CORRESPONDENCE, ADVANCED SPELLING, AND SUPERIOR PENMANSHIP.

Examiner:—Mr. E. C. W. Scawen

MERCANTILE ARITHMETIC.

Examiner:—Mr. J. Adam, M.A.

EXAMINATION PAPERS.

- ENGLISH GRAMMAR AND LANGUAGE. Marks.
- I. Analyse the following couplet in the subjoined form :—
- 9
- They whom truth and wisdom lead
Can gather honey from a weed.

Kind of Sentence.	Subject.	Predicate.	Object.	Extension of Predicate.
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II. Parse each of the italicised words in the following sentence :—

- 5
- One man in *his* time *plays* many parts.
- III. (a) Give the other gender of *duke, ewe, lad, spinster.* 2
- (b) Give the comparative degree of *badly, heavy, hot, uncommon.* 2
- (c) Give the verb forms of *blood, fat, rich, strong.* 2
- (d) Give, in the interrogative form, the second person singular past indicative active, and the third person plural future indicative passive of the verb 'love.' 2

IV. (a) Rewrite the following, supplying the ellipses :—

- (1) The branch was cut—the gardener—a knife.
(2) The master accused the clerk—theft and the magistrate—him—imprisonment—sixty days. (3) I—in this office—two years, and last week I—late once; therefore the manager—angry—me and told—pay a fine.

(b) Correct the following errors :—

- (1) Why I should go to a so distant place?
(2) He speaks as he was in a passion.

V. (a) Distinguish the following verbs by giving, (1) the past tense, (2) the meaning of each :—*to fall* and *to fell*; *to lie* and *to lay*; *to lose* and *to loose*; *to see* and *to save*.

(b) What kind of clause is introduced by *when* in each of the following sentences :—(1) *when he arrived* there was great rejoicing; (2) the time *when he will arrive* is not yet fixed; (3) *when he will arrive* is uncertain.

VI. (a) Give one word for each of the following :—*animals with four feet—deserving of praise—by word of mouth—a lover of one's country.*

(b) Give appropriate collective nouns for a collection of *cattle, of fish, of sheep, of ships.*

(c) Give diminutives of *cat, goose, lamb, stream.*

(d) Give the force of the italicised part of each of the following words :—*Careful, return, upwise, worthless.*

VII. Rewrite the following sentences as directed :

(1) Ramasamy loves his lessons much, but he loves his play more—*using 'than' after the comparative.*

(2) Though he is naughty, still I love him—*changing the subordinate clause into a phrase.*

(3) What a heavy shower of rain we have had—*without exclamation.*

(4) Who is this but our old friend?—*without interrogation.*

VIII. (a) Explain any three (*not more*) of the following phrases :—Years of discretion—to give way—to take for granted—to talk at random—to play truant—to put up with—to have at one's fingers' ends. 3

(b) Give the meaning of each of the following in your own words :— 6

- (1) Time cannot stay to make us wise,
We must improve it as it flies.
(2) The ploughman homeward plods his weary way.
(3) He that does one fault at first
And lies to hide it, makes it two.

IX. Rewrite the following passage in the indirect form of speech :—

A grass-hopper being cold and hungry said to a bee, "Give me a few drops of honey," but the bee asked "Why did you not lay up a store in summer like us?" The grass-hopper replied, "I never thought of that." "You behave very foolishly," said the bee.

X. Make sentences introducing correctly, —neither—nor; so —as; so—that; in the event of. 8

ARITHMETIC.

Marks.

I. Simplify— 10

$$\frac{1}{1 - \frac{2}{2 - \frac{1}{2}}} - \left[\left\{ \frac{1}{3} - \left(1 + \frac{1}{1\frac{1}{2}} \right) \right\} \div 3 \left(1 - \frac{2}{3} \text{ of } 2\frac{1}{2} \right) \right]$$

II. Divide— 9

1368·1197 by ·00240021.

III. Express— 10

$\frac{3}{4}$ of 12s. 6d. + ·625 of 7s. 6d. — ·5 05 of 16s. 6d. as a decimal of £1.

IV. A man owns $\frac{7}{8}$ of a garden, and sells ·3571428 of his share. What fraction of the garden does he still own? 12

V. Find by Practice the value of— 10

7 cwt. 1 qr. 15½ lb., at £2·0·7 per cwt.

VI. After paying income-tax at the rate of 4d. in the pound, a man has £491·13·4 remaining, what is his income? 11

VII. A person mixes together 10 viss of sugar at Rs. 1·4·0 per viss, 12 viss at Rs. 1·6·0 per viss, and 14 viss at Rs. 1·8·0 per viss; 6 viss is stolen, and he sells the remainder at Rs. 1·13·4 a viss. How much does he gain? 12

VIII. A gentleman goes into a shop with a certain sum of money, and after buying 20 chairs at Rs. 2·4·0 each, finds that $\frac{1}{3}$ of his money remains. How much had he when he entered the shop? 12

21952p

IX. If 7 men and 5 boys can reap 168 acres in 18 days, how many days will 15 men and 5 boys take to reap 700 acres, one man being able to do three times as much work as a boy?

COMMERCIAL ARITHMETIC.—PART I.

[The Answers are to be written in the vacant spaces. No alterations must be made, nor any other marks on this paper. The object being to test speed and accuracy of mental work, no other paper will be supplied or permitted.]

I. Value of 3786 articles at 6/8 each.

II. Price of 1 lb. (Avoirdupois) Quinine, at $7\frac{1}{2}$ Annas per oz.

III. How much does 10 pies a day amount to in a year.

IV. Add—

£	s.	d.
17	17	7
15	14	$3\frac{1}{2}$
12	13	4
9	11	$1\frac{3}{4}$
7	9	$11\frac{1}{2}$
6	8	5
4	5	$3\frac{1}{4}$

V. Add—

RS.	A.	P.
5	7	9
8	10	1
11	13	4
14	2	7
17	5	$10\frac{1}{2}$
20	8	2
23	11	5

	CANDIES.	MAUNDS.	VISSES.	POI.
VI. Bale weighs...	4	17	3	9
Do. ...	5	4	5	27
Do. ...	5	5	1	16
Do. ...	4	19	7	31
Do. ...	4	18	2	11
Do. ...	5	11	1	6

Total weight...

Average weight per bale...

PART II.

[N.B.—Special value will be attached to neatness and to the employment of short practical methods. Fractions of a farthing and of a pie may be neglected.]

I. Messrs. Oakes & Co., sell the following goods:—

	RS.	A.	P.
39 yards Satin, at...	8	8	0 per yard.
36 " Silk, at ...	4	12	0 "
55 " Shirting, at ...	0	11	0 "
22 " Khaki, at ...	0	8	6 "
15 bottles Whiskey, at ...	28	8	0 per doz.
3 doz. Wine, at ...	18	0	0 "
5 " Soda-water ...	0	14	0 "
8 " Bundles wire, each 126 lb., at $1\frac{1}{2}$ annas per lb.			

Make out invoice in proper form, allowing a discount of 10 per cent for cash.

II. I intend sending some cases of goods by steamer, each case weighs $5\frac{1}{2}$ cwt. and measures 3 feet long by 2 feet broad by 2 feet deep. I can pay freight either according to the weight of the goods at 40 shillings per ton of 20 cwt., or according to the measurement at 40 shillings per ton of 40 cubic feet. Which is the cheaper mode of payment?

III. I have to pay a sum of 5,000 francs in Paris. I can remit through London, the rates of Exchange being 1s. $5\frac{1}{2}$ d. and frs. 25.5 or I can send direct. What should be the direct rate of Exchange between Madras and Paris to make the cost of remittance the same, whichever plan I adopt?

IV. I buy cotton in Bombay at Rs. 180 per candy, freight and other charges to England come to 56 shillings per ton weight, at what rate per lb. must I sell in England, so as to clear 10 per cent. on my total outlay (Exchange being at 1s. $5\frac{1}{2}$ d., and a candy = 494 lb.)?

V. I purchase 7 bundles of skins, and from—

1st bundle, containing 78 skins, I reject	7
2nd " " 94 " " 14	
3rd " " 85 " " 5	
4th " " 79 " " 8	
5th " " 99 " " 9	
6th " " 89 " " 10	
7th " " 76 " " 11	

what is the per centage of rejected skins in the whole purchase?

BOOK-KEEPING.

I. What is book-keeping?

II. Describe *Cash-book*, *Ledger*, *Day-book*, *Bill-book*.

III. Explain the terms *Dr.* and *Cr.*

IV. On which side of the Cash-book would you enter a sum of money received?

V. On which side of the Ledger would you show a sum of money received?

VI. What is posting a Ledger?

VII. James Smith writes to his Banker (say Bank of Africa) to transfer the sum of £95 from his account to credit of Wm. Jarvis, show what kind of entry the Bank will make.

VIII. What is Book-keeping by double entry?

IX. What is meant by—

(a) Bills Payable,

(b) Bills Receivable?

X. What is the balance of an account?

XI. What is a "Balance Sheet"?

XII. On which side of the Ledger would you show the following balances of accounts when you re-open your books at the beginning of the year?—

GOODS: OFFICE FURNITURE.

CASH: CREDIT BANKING ACCOUNTS, LOANS TO CONSTITUENTS, BILLS RECEIVABLE, BILLS PAYABLE.

COMMERCIAL CORRESPONDENCE.

I. How should you begin and end the letters as follows, in private correspondence, to—

- (a) Smith and Co.
(b) John Abel, M.D. ?

II. Describe the use of an Index for a letter-book.

III. Writing on the 1st October 1886, how would you refer to the following dates in the same year:—

29th September,	13th December,
4th January,	25th November,
3rd October,	

IV. What documents should be attached to a Documentary Bill?

V. What is the postage on letters as follows:—

- (a) $\frac{1}{2}$ Tolah, Madras to Calcutta;
(b) 1 „ Registered, Madras to Bombay;
(c) $\frac{1}{2}$ Ounce, Madras to London.

VI. Write a receipt for Rs. 237-12-4as. from the Bank of India (Limited) to F. W. Steel, Esq., a constituent of the Bank.

VII. Make out a demand promissory note for Rs. 320, in favor of Hoax and Co., carrying interest at 9 per cent. per annum

VIII. Reply to either of the following letters separately:—

(a) We have received advice of despatch of a parcel, to your address, from Messrs. Smith, Brown, and Co., of London, ex S.S. *India*. Please let us know contents and value, to enable us to clear same; and favor us with instructions as to its disposal.

We are, &c.

(b) Enclosed please find a draft on the Union Bank of London for £20 in your favor, which please stamp, endorse and return to us with your instructions as to whether you wish the equivalent credited in your account or remitted to you by messenger.

We are, &c.

IX. Docket the following:—

(a) HIGH LOWBORN,
30th May 1876.

We beg herewith to forward you a draft on the London and County Bank for £97 10s. 0d. in payment of your account, for which please send a receipt as soon as convenient.

Yours, &c.,
JAMES CARVER & Co.

(b)

THE STRAND,
21st January 1885.

The *Halcyon*, which arrived at your port yesterday from Otago, brought 127 bales for my address. I beg you will have the goodness to pass them through the Custom-house, and forward them to me at your earliest convenience.

Yours, &c.,
G. S. WILDNESS.

X. Messrs. Bill & Co., of Madras, draw Messrs. Willsohn & Co., of London, on 1st November 1887, at 60 days' sight, in favor of the New York Bank (Limited) London, for £393 7s. 6d. against shipment per S.S. *Doolia*. Write out in full the following first of the draft:—
Madras.....188 .

— of Ex. for £

At of this of
Exchange (..... of the same tenor and date being
unpaid) to the
order of the sum of
..... value
which place to account with or without advice.

To

XI. On the 25th October 1886, Mr. Cæsar de Penseroso remitted to the Bank of Madras, Calicut, the sum as below, as for credit of M. L. B. Natocatan Chetty. Fill up the form:

3 Currency Notes of 10 Rs. each			
1 " of 100 " "	RS.	A.	P.
1 Cheque on Parry & Co., for "	...	342	7 0
1 " Arbuthnot & Co., for "	...	527	1 0
1 " Bank of Madras	...	200	0 10
Coin	...	78	4 3

PARTICULARS.		BANK OF MADRAS, Calicut,	
Silver and Copper ...		Paid in Rupees	
Madras Currency Notes			
Cheques			
Rs. ...		to the Credit of	

By

Gazette Notifications.

Fort St. George Gazette, December 14, 1886.

LEAVE.

Mr. W. Sconce, Head Master, Calicut College, furlough for one year, under Section 132 of the Civil Leave Code, with effect from the 15th January 1887.

Fort St. George, December 21, 1886.

APPOINTMENT.

Brigade-Surgeon Alexander Porter, M.D., F.R.C.S.I., M.R.I.A., Professor of Medical Jurisprudence, Medical College, to be Principal and Professor of Medicine, Medical College, on the retirement of Brigade-Surgeon J. Keess, M.D.

Fort St. George, December 11, 1886.

NOTIFICATION.

It is hereby notified that the following changes and additions have been made in Curricula K-1 and K-2 of the Grant-in-Aid Code:—

CURRICULUM K-1.

FIFTH STANDARD.

Reading (Vernacular).

- (a) For "the second half of the Third Reader,"
Read "Part I of the Fourth Reader."
- (b) For "the second half of the Third Reader,"
Read "Part I of the Fourth Reader."
For "eighty pages,"
Read "the first twenty-six lessons."

Writing and Spelling.

- (b) For "the second half of the Third Reader,"
Read "Part I of the Fourth Reader."

SIXTH STANDARD.

(Reading Vernacular).

- (b) For "one hundred pages,"
Read "the first twenty-four lessons of Part II."

CURRICULUM K-2.

MENSURATION for Boys only.

FOURTH STANDARD.

1. *Lengths.* Linear measures, English and Indian. Practical use of the chain, tape and rod.
2. *Areas.*—Square. Rectangle.

FIFTH STANDARD.

1. Definitions of the various figures concerned.
2. *Lengths.*—Linear measures, English and Indian. Practical use of the chain, tape and rod. Right-angled triangles.
3. *Areas.*—Rectangle. Parallelogram. Triangle.
4. *Volumes.*—Rectangular parallelopiped.

SIXTH STANDARD.

1. Definitions of the various figures concerned.
2. *Lengths.*—Linear measures, English and Indian. Practical use of the chain, tape and rod. Right-angled triangles. Regular polygons. Circumference of a circle.
3. *Areas.*—Rectangle. Parallelogram. Triangle. Quadrilateral. Regular polygon. Circle.
4. *Volumes.*—Rectangular parallelopiped. Prism. Cylinder.
5. *Areas of Curved Surfaces.*—Right circular cylinder.

A suitable Text-book for this standard will be recommended hereafter.

MIDDLE SCHOOL EXAMINATION.

Branch XXVII, Mensuration, is hereby added to the list of subjects enumerated in Article 4 of the Middle School Notification.

The following is the syllabus in the subject:—

1. Definitions of the various figures concerned.
2. *Lengths.*—Right-angled triangles. Regular polygons. Similar figures. Circumference of a circle. Arc of a circle.
3. *Areas of Plane Surfaces.*—Rectangle. Parallelogram. Triangle. Quadrilateral. Regular and irregular polygons. Similar figures. Circle. Sector and Segment of a circle. Simpson's rule.
4. *Volumes.*—Rectangular parallelopiped. Prism. Pyramid. Cone and Frustum of a cone. Cylinder. Sphere.
5. *Areas of Curved Surfaces.*—Right circular cylinder. Right circular cone. Frustum of a cone. Sphere. Zone and Segment of a sphere.

A suitable text-book will be recommended hereafter.

H. E. STOKES.

Ag. Chief Secretary.

TEXT BOOK FOR MIDDLE SCHOOL EXAMINATION

It is hereby notified that the Atlas recommended for the Middle School Examination, Branch VIII, (d) (2) Commercial Geography, is T. Ruddiman Johnston's *Commercial Atlas of India.*

D. DUNCAN.

MADRAS, 26th November 1886. *Acting Director of Public Instruction.*

AGRICULTURAL CLASS BOOK IN TELUGU.

It is hereby notified that copies of Mr. Robertson's *Agricultural Class Book* translated into Telugu are for sale at the Madras School Book and Vernacular Literature Society's Depot, Old College, Nungumbakam. Price per copy 2½ Annas.

D. DUNCAN,

MADRAS, 8th December 1886. *Acting Director of Public Instruction.*

UNIVERSITY OF MADRAS.

Government have intimated their intention to award annually a prize of Rupees 500 for the best Dissertation on Indian Palæography written by Candidates for the M.A. Degree in the History Branch, subject to the condition that the Dissertation is of decided merit and contains evidence of a real study of inscriptions.

Candidates competing for the prize must comply in all respects with the regulations relating to the examination which may be prescribed from time to time.

A second prize of Rupees 50 will be awarded annually for the best Essay on the same subject written by Candidates for the B.A. Degree in the History Branch.

The prizes will be awarded upon the recommendations of the Syndicate.

The English, Tamil and Telugu Texts for the Matriculation Examination of 1887 will be on sale at Messrs. Higginbotham and Company, the University Publishers, from the commencement of next year.

(By order.)

W. H. WILSON, PH. D.,
Registrar.

SENATE HOUSE, 15th December 1886.

RESULTS GRANTS.

The Acting Director of Public Instruction hereby notifies for the information of Managers of Poor Results Schools in the Town of Madras (European and Muhammadan Schools excepted), that results grants from Provincial Funds will be given at 75 per cent. of the maximum rates as in 1886-87. Cases in which it is alleged that a higher rate of grant is necessary will be dealt with on their merits.

D. DUNCAN,

Acting Director of Public Instruction.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 20th December 1886.

COLLEGE OF ENGINEERING, MADRAS.

COMPETITIVE EXAMINATION FOR ADMISSION TO THE ENGINEER CLASSES

The following is a list of the successful Candidates at the Competitive Examination for admission to the Civil and Mechanical Engineer Classes held on 6th December. The numbers indicate the order of merit.

1.	V. T. Srinivasa Aiyangar	...	...	...	Srirangam.
2.	G. R. Venkatarama Aiyar	...	...	...	Madras.
3.	K. Ramaswami Aiyar	...	...	...	Trichinopoly.
4.	K. Natesa Aiyar	...	...	...	Kumbakonam.
5.	G. Panchabikesa Aiyar	...	...	...	Tanjore.
6.	V. Rangaswami Aiyangar	...	...	...	Madras.
7.	P. A. Venkatarama Aiyar	...	...	...	Tinnevely.
8.	S. A. Venkatasubha Aiyar	...	...	...	Trichinopoly.
9.	P. V. Krishnaswami Aiyar	...	...	...	Madras.
14.	R. Everard	...	...	...	Do.

The following candidates have qualified for admission, but there is no vacancy :—

10.	P. Venkata Rau	...	...	...	Mangalore.
11.	C. S. Venkatarama Aiyar	...	...	...	Madras.
12.	T. G. Sri Kalahasti	...	...	...	Do.
13.	V. P. Vaidyanatha Aiyar	...	...	...	Tanjore.
15.	P. K. Padmanabha Sastri	...	...	...	Do.

The successful Candidates will join the College on the last Monday in January 1887, unless appearing for the University Degree Examination, when they will present themselves on the first Monday in February.

Any Candidate who may be prevented from joining should intimate his resignation to the Principal at the earliest possible date, in order that his place may be filled from the list of qualified Candidates for whom there are at present no vacancies.

H. D. LOVE, Capt., R.E.,

CHEPAK, 20th December 1886.

Principal.

MADRAS CHRISTIAN COLLEGE.

EXAMINATIONS FOR SCHOLARSHIPS.

The examinations for the B. A. Scholarships will be held on the tenth day after the publication at the Senate House of the results of the F. A. Examination as follows :—

For the district of Ganjam, at Berhampore, Superintendent M. Kenny, Esq., B.A.

For the district of Kistna, at Masulipatam, Superintendent Rev. W. G. Peel.

For the district of Salem, at Salem, Superintendent Mr. P. Sundaram. B.A.

For the district of Coimbatore, at Coimbatore, Superintendent C. C. Flanagan, Esq., M.A.

For the district of Malabar, at Calicut, Superintendent Rev. F. Matthiessen.

For the district of South Canara, at Mangalore, Superintendent Rev. M. Hoch.

For the district of Tinnevely, at Palamcottah, Superintendent Rev. H. Schaffter, B.A.

For the Municipality of Negapatam, at Negapatam, Superintendent Rev. W. H. Findlay, M.A.

The examinations for the F. A. Scholarships will be held on the tenth day after the publication at the Senate House of the results of the Matriculation Examination as follows:—

For the district of Nellore, at Nellore, Superintendent Mr. C. Krishnaswami Pillai, B.A.; and at Ongole, Superintendent Rev. W. R. Manley.

For the district of Vizagapatam, at Vizagapatam, Superintendent Mr. D. Lazarus, B.A.

For the district of Kurnool, at Kurnool, Superintendent Mr. K. S. Rama Rau, B.A.

For the district of Cuddapah, at Cuddapah, Superintendent Rev. W. H. Campbell.

For the district of Bellary, at Bellary, Superintendent Rev. T. Haines.

For the district of North Arcot, at Chittoor, Superintendent M.R.Ry. A. Ramachendriah; at Vellore, Superintendent Mr. V. Samuel Christian, B.A.; and at Tirupati, Superintendent Rev. H. C. Hareus.

For the district of Anantapur, at Anantapur, Superintendent Mr. P. Mahalinga Iyer, B.A.

Candidates who are enrolled as students of the College before the day of examination may be examined in Madras.

The Superintendents will announce at the different centres the exact day of the examination and give other necessary information to the registered candidates.

WILLIAM MILLER, LL.D., C.I.E.,

Secretary to the College Council.

15th December 1886.

RULES FOR ORGANIZATION OF EDUCATIONAL CONFERENCES.

The following rules for the organization of Educational Conferences have been approved by Government and are circulated for information and guidance:—

1. Educational conferences, departmental and general, will be held from time to time as opportunity offers.

2. Departmental conferences will be of three grades, as under:—

(a) Provincial conferences, consisting of the Director of Public Instruction, the Inspectors of Schools, the Heads of Government Colleges and Schools, and such other Educational officers as it may be thought expedient to consult.

(b) Divisional conferences, consisting of the Inspector and the other Government educational officers of the division.

(c) Local conferences, consisting of the Deputy Inspector and the other Government educational officers under him.

3. General conferences will also be of three ⁶⁶

(a) Provincial conferences, consisting of the Director of Public Instruction and persons, official and private, interested or engaged in educational work in any part of the Presidency.

(b) Divisional conferences, consisting of the Inspector of Schools and persons, official and private, interested or engaged in educational work in any part of the Inspector's division.

(c) Local conferences, consisting of the Deputy Inspector of Schools and persons, official and private, interested or engaged in educational work in any part of the Deputy's range.

4. The Provincial conferences, departmental and general, shall be held at such times and places as the Governor in Council may direct. The Divisional and Local conferences will respectively be held at such times and places as the Director or the Inspector may direct.

5. Any person is at liberty to forward suggestions as to matters to be laid before a conference, but it shall rest with the Governor in Council to determine what questions shall be open to discussion at a Provincial conference, and with the Director of Public Instruction and the Inspector, to determine what questions may be discussed at Divisional and Local conferences respectively.

6. The questions to be discussed will be circulated in the form of an Agenda paper to all the members not less than one month before the sitting of the conference, and no question not on the Agenda paper shall be discussed at the said conference.

7. The Director of Public Instruction shall preside at Provincial conferences, the Inspector of the Division at Divisional conferences, and the Deputy Inspector at Local conferences.

8. The meetings shall be governed by the ordinary rules of procedure and debate, those of the Senate of the Madras University, especially the rules relating to committees, being followed as far as circumstances will allow. But the Chairman shall not move, or second, or speak to any motion or amendment; nor shall he vote, except when the votes are equally divided, in which case he shall have a casting vote.

9. The resolutions of Provincial conferences shall be embodied in a report to Government by the Director of Public Instruction, who

For the Municipality of Negr
Rev. W. H. Findlay, M.A.

36

The examinations for the time what action, if any, he considers should
tenth day after the public The resolutions of Divisional conferences will
the Matriculation Examined in a report by the Inspector to the Director,

For the district of Krishnaswami Pilla: cal conferences by the Deputy Inspectors to the
W. R. Manley.

For the distr:
Mr. D. LazareEDINGS,

For the No. 7133
Rama 21-10-86.

D. DUNCAN,

Acting Director of Public Instruction.

RESULT SYSTEM SCHOOLS.

Read the following letter from the Inspector of Schools, Eighth
Division, to the Director of Public Instruction, Madras, dated
Bezavada, 20th October 1886, No. 426:—

It having been brought to notice that some of the Result System
Schoolmasters do not keep a register of admission of pupils in their
schools, I have directed the Deputy Inspectors of this division to
withhold a $\frac{1}{2}$ of the total grant earned by such schools as a penalty,
in anticipation of your sanction.

2. I have the honor, therefore, to request your sanction for the
same and to extend the penalty to cases where the teachers do not
maintain any of the registers mentioned in section 17, chapter III of
the Grant-in-aid Code.

Section 17, Chapter III of the Grant-in-aid Code requires the
managers of schools to maintain regular registers of admissions,
attendance and fee collections, and to submit them for inspection
when demanded. The managers should be informed that failure to
maintain any of the above registers will entail forfeiture of the whole
grant earned by schools.

PROCEEDINGS,

No. 7158
4-11-86.

D. DUNCAN,

Ag. Director of Public Instruction

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JOURN

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JOURNAL OF EDUCATION,

NEW SERIES.

For the Municipality of
Rev. W. H. Findlay, M.A.

The examinations for Journal has been revived under the editorship of
tenth day after the publication who is an experienced educationist, and who for many
the Matriculation Examinations has been a constant contributor to its pages.

For the district series of xxii volumes 16 were published, under the editorship of
Krishnaswami J. T. Fowler, Inspector of Schools, the originator of the
W. R. Manley, and the six subsequent volumes, under the editorship of Mr. J. T. Fowler.

Since 1881 the Journal has practically been in abeyance, but for the
For they will, no doubt, welcome its reappearance under its old name and call it
Mr. D. and it.

P It will be the endeavour of the new proprietary to make the Journal
useful alike to teachers and taught. In addition to notes on the educational
events of the month previous to issue, it will contain, *in extenso*, a
Gazette notifications affecting the Schools and Colleges of the Presidency
as well as such Proceedings of the Director of Public Instruction as it
may think fit to communicate for general information.

In the Journal's pages there will also appear Scientific and Mathematical
Notes and Problems, carefully selected Examination Papers, Notes on
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