

9. Show by examples what is the force of the prefixes *sub*, *per*, *prae*, *dis*, *in*, when used with verbs and with adjectives respectively.

10. Translate into Latin *not more than five* of the following sentences:—

(a) The city of Corinth was protected by walls ten feet thick and forty feet high.

(b) He promises to come to England as soon as you want him.

(c) Can you tell me when my letter will be delivered?

(d) It is of great importance to the State that its citizens should be well educated.

(e) No one can deny that this fellow has often threatened to do me some harm.

(f) Cicero was born at Arpinum, and lived many years in a house on the Palatine.

(g) Do you suppose that any one knew why Cæsar so much desired to be made king?

(h) Any one could make that boast, but I doubt whether the task is as easy as you think.

(i) If any one were to assert this, you would think him a very foolish fellow.

(j) He was so kind to every one that any one would be ashamed to try to deceive him.

ENGLISH HISTORY AND MODERN GEOGRAPHY.

Examiners—Henry Craik, Esq., LL.D., M.A., Prof. John W. Hales, M.A.

N.B.—Not more than *ten* questions are to be attempted, of which at least *two*, and not more than *four*, must be questions in Geography.

HISTORY.

1. State the circumstances connected with the fall of the Roman supremacy in Britain. What traces did that supremacy leave?

2. Describe the course of the successive Danish invasions, and estimate their effect upon England.

3. Describe (giving the dates, titles, and substance of the chief enactments) the course of the constitutional and ecclesiastical struggles of the reign of Henry II.

4. Discuss the claim of Edward I. to suzerainty in Scotland; and describe the position of Bruce in relation to the English crown when the struggle began.

5. Estimate the results of the fifteenth

century in England, as regards (1) literature, (2) constitutional change, (3) material progress.

6. Give a short account of the careers of Wolsey and Thomas Cromwell, and contrast their relations to the chief movements of the time.

7. Describe and compare the progress of the Reformation in England and Scotland respectively during the latter half of the sixteenth century.

8. Trace the foreign policy of James I., and contrast it with that of his predecessor.

9. Give a sketch of the career of any three leading members of the Parliamentary party in the Civil War.

10. Name the successive Ministries under Charles II., and show what line of policy was represented by each.

GEOGRAPHY.

11. Name and describe the position of five leading seaports in Great Britain, and state the circumstances that have contributed to the importance of each.

12. Name the rivers debouching on the coast between the mouth of the Thames and Aberdeen, with the principal towns situated on each.

13. Describe the different routes to India, and point out the advantages and disadvantages of each, so far as England is concerned.

14. Show upon an outline map the different European settlements in Africa, as well as the places on that continent now under occupation by different European States.

15. Name the leading language groups in Europe, and show how far distinctions in language correspond with the boundaries of States.

“In many parts of Scotland,” groan the R. E.’s, “it is not usual to send children to school at the statutory age of five.” I hope the day is not far distant when in no part of the terraqueous globe will it be “usual to send children to school at the statutory age of five.” “Hoo, aye,” said a Caledonia matron to the “Book in Breeches,” who was taking her to task for not sending her baby to school, “I can read, and I value learning, but I ken mair about bairns than ony Parliament man up in London. Meat and mirth is a’ they want till they’re turned seven.”