Examination Papers.

PAPERS SET AT THE MATRICULA-
TION EXAMINATION OF THE
UNIVERSITY OF LONDON IN
JUNE, 1886.

ENGLISH LANGUAGE.

*Examiners—*HENRY CRAIK, ESQ.,LL.D., M.A.;
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[Questions 1, 7, and 15 must be attempted by everyone, and of the rest not more than seven.]

1. Write out and punctuate the passage read by the examiner.

2. What do you know of the origin of our alphabet? Illustrate its imperfections.

3. Classify the consonants. What is meant by a spirant? Which are the oldest vowels?

4. Discuss the pronunciation of *chivalry, project, humble, Deuteronomy, dynamiter, either*. How do there come to be such different pronunciations of the vowel *a* as are heard in such words as *master*.

5. Classify our words. Show that to some extent the form of a word indicates its class. Why only "to some extent?" To what class or classes belong *that, ink, after, stand, parallel, good*.

6. State the force or forces of the suffixes: *ster, ism, let, some, ard, ish*. Mention three prefixes of Teutonic origin and three of Romanic.

7. Describe our two conjugations. Which is the living one. Does any verb belong to both? What traces are there of reduplication?

8. What is the origin of the *d* in the preterite of *love?* What of the *d* in its past participle? Explain the forms *had, made, left, built, clad, methinks*.

9. When is *dare* inflected in the 3rd sing. pres. ind.? Can you cast any light on the forms *durst, wist, wrought, sold, sought, ago?*

10. Mention some cognates of *better; nether, among, noun, rather, toward*.

11. What is the difference in meaning between *monitory* and *monetary, definite* and *definitive, credible* and *creditable, confident* and *confidant, virtuous* and *virtual, expedient* and *expeditious?*

12. Point out what is idiomatic in these phrases: "There came a letter." "Let them fight it out." "We spoke to each other." "Many a man would flee." "What an angel of a girl!" "What with this, and what with that, I could not get on."

13. What error has crept into the phrases "ever so many," "to do no more than one can help," 'these sort of things"? Suggest some explanations of *mine* in such phrases as "a friend of *mine*."

14. What is the use of the "analysis of sentences"? What shapes may the subject of a sentence assume? And in what ways may it be extended?

15. Analyse: "I saw them run." "He can make it go." "Let her depart." "Who is it?" "He was crowned king." "He was hanged—a well deserved punishment."

16. Write a sentence containing the extensions of the predicate, one of them a clause, and let this clause contain a subject with two extensions.

Time—three hours.

GEOMETRY.

*Examiners—*PROF. A. G. GREENHILL, M.A.;
PROF. M. J. M. HILL, M.A.

1. PROVE that the interior angles of any rectilineal triangle are together equal to two right angles.

2. In any right-angled triangle the square on the side subtending the right angle is equal to the squares on the sides containing the right angle.

3. Divide a straight line into two parts so that the rectangle contained by the whole and one part shall be equal to the square on the other part.

What is the algebraical equivalent of this proposition.

4. Describe a square equal to a given rectangle.

5. Prove that the opposite angles of a quadrilateral figure inscribed in a circle are together equal to two right angles.

6. If two straight lines cut one another, either within or without a given circle, the rectangle of the segments of one of them made by the circle is equal to the rectangle of the segments of the other made by the same circle.

7. Find the point which is equidistant from three given points.

8. Inscribe a regular hexagon in a given circle; and show how to describe a series of equal regular hexagons forming a tesselated pavement.

9. Prove that the middle points of the sides of any quadrilateral are the angular points of a parallelogram.

10. Determine the points equidistant from a given straight line and two given points.

Time—three hours.