

English History.—For Class E, and for Junior Civil Service. Time allowed: 3 hours.

1. Give the principal events in the Hundred Years' War between England and France. When were the treaties of Bretigny and Troyes made? What were their provisions?
2. Explain the general causes of the rising of the peasants in 1381.
3. Mention any occasions on which England was in either friendly or hostile relations with Scotland during the reigns of the Tudors.
4. What was the state of things that obliged the King to summon a Parliament in November, 1640? Who were the leading men in that Parliament? Give some account of its proceedings up to the outbreak of civil war.
5. What was the object of the Exclusion Bill? By whom was it chiefly supported? Give a sketch of subsequent events connected with this political struggle up to the Battle of Sedgmoor.
6. State briefly the part taken by English armies during the War of the Spanish Succession under Marlborough and in Spain. When and by what treaty was the war brought to a close? What Ministry was then in power in England?
7. Explain the circumstances in which W. Pitt (the younger) became Prime Minister.
8. Write a short sketch of the growth of British power in India in the time of Clive and Hastings.
9. What is meant by Catholic Emancipation? By what eminent public men was it advocated or opposed? When, and in what circumstances, was it finally agreed to?
10. Explain the chief defects in the system of representation before the Reform Act of 1832. What changes were then made?

History.—For Senior Civil Service. Time allowed: 3 hours.

1. "The Revolution of 1688 made the House of Commons the strongest thing in the State." Explain how this came about. By what measures during the reign of William III. did the House of Commons confirm and extend its powers?
2. Who was Sacheverell? Why was he impeached, and what political consequences followed?
3. In what respects did the Whigs and Tories differ in their views with regard to the Established Church? In connection with this subject, explain what was meant by "occasional conformity."
4. Describe the military movements that led to the Battle of Blenheim. What reasons are there for regarding the victory then gained as of special importance?
5. Give a short account of the administration of Sir Robert Walpole.
6. State what you know about the affairs in which Wilkes was concerned, and explain their importance.
7. Describe the condition of Ireland during the eighteenth century. What great change was made in 1782? What measures for the benefit of Ireland did W. Pitt (the younger) propose, and why was he not more successful in carrying them?
8. What was the state of things in England after the close of the great war against Napoleon? How did the public dissatisfaction find expression, and what attitude was taken by the Government?
9. How did the representation come to be arranged as it was before the Reform Act of 1832? What defects in the system of representation were dealt with by that Act? When and by whom had any previous attempts at Parliamentary reform been made?

Latin.—For Class D, and for Junior and Senior Civil Service. Time allowed: 3 hours.

1. Decline, in the singular number only, *equester ordo, velox cursus, major laus, unum opus*. Give the genitives and datives plural of *senex, virgo, lex, aetas*. Give the first person singular of the imperfect subjunctive of *possum, nolo, eo, venio, quatio*; and write out in full the imperative of *nolo*. Give the parts of *caveo, perdo, emo, traho, surgo, deleo, video, cognosco, fodio*. To what verbs do the following participles belong: *Nexus, illitus, suggestus, confertus*? Give the Latin for—fifteen, thirty-eight, fifty times, two thousand men, a million sesterces.
2. Translate—*Dixit urbem deletum iri*; and explain fully the syntax of the expression. Distinguish the meanings of *concedere* and *persuadere*—(1) when followed by an infinitive clause, (2) when followed by *ut* and the subjunctive. Give rules for the use of *quin*—(1) in principal clauses, (2) in subjoined clauses.
3. Translate into Latin—
 - (1.) Each man must use his own judgment.
 - (2.) Do not attempt to obtain friends by flattering.
 - (3.) Can you doubt that it is the duty of a good man to assist his country in time of danger?
 - (4.) I do not know whether he ought to be considered more worthy of praise or blame.
 - (5.) They were afraid that the reinforcements (*subsidia*) would not arrive soon enough.
 - (6.) Our soldiers, having slain many of the enemy, returned to the camp.
4. Translate—

Caesar, Pompeianis ex fuga intra vallum compulsis nullum spatium perterritis dare oportere existimans, milites cohortatus est ut beneficio fortunae uterentur castraque oppugnarent. Qui, etsi magno aestu (nam ad meridiem res erat perducta), tamen ad omnem laborem animo parati imperio paruerunt. Castra a cohortibus, quae ibi praesidio erant relictæ, industrie defendebantur, multo etiam acrius a Thracibus barbarisque auxiliis. Neque vero diutius qui in vallo constiterant multitudinem telorum sustinere potuerunt, sed confecti vulneribus locum reliquerunt, protinusque omnes