

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

1. What was the state of Ireland in the beginning of James the First's reign? Give an account of the settlement of Ulster.
2. Name the principal battles and sieges in the Civil War, with the result of each.
3. Relate particulars of great events in the fifth and sixth years of Charles the Second's reign.
4. Describe the character and policy of William III., and sketch the leading events of the first two years of his reign.
5. Name the most eminent men of letters in the reign of Queen Anne, and give a short account of their works.
6. Sketch the careers of Clive and Warren Hastings in India.
7. Recount the proceedings of Parliament which led to the American War. What statesman opposed them? Mention some of his arguments.
8. Of the reigns of the eight Henries, which do you consider to have been most beneficial to the kingdom? State your reasons.
9. What part of France belonged to the English Crown in the reign of Edward I.? Relate the events which brought on the war with France in his reign.
10. Write short notes on any four of the following subjects: Petition of Right, Instrument of Government, Board of Control, Indirect Tax, Consolidated Fund, Excise, Tariff, Terminable Annuities.

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

1. Macaulay admired the English Revolution of 1688, whereas Carlyle did not. How do you account for the different attitudes of these two great historians towards the same political movement?
2. Describe the character of William III. At what battles and sieges was he present after he became King of England; and what were the results of these battles and sieges?
3. Give an account of the negotiations for the Parliamentary Union of England and Scotland; and state clearly the conditions on which the Union was finally consummated.
4. What do you know of the following in the reign of George I.?—*The Jacobite Rebellion; the Septennial Act; the Quadruple Alliance; the South Sea Scheme; the Treaty of Hanover.*
5. Give a careful description of the policy of Robert Walpole.
6. Give an account of the events that led to the war with America in the reign of George III.; and indicate, with results, the chief actions in the war. What were Burke's and Lord Chatham's views on the American question?
7. Trace the history of India since 1750.
8. What did England do as a great colonising Power between 1688 and 1837?
9. Write two paragraphs on the improvements in the social condition of the people between 1688 and 1837.

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

1. Decline—(1) *iste senex*; (2) *utraque pars*; (3) *triste omen*.
Give the comparatives and superlatives of *liber*; *humilis*; *beneficus*. Express in Latin—"more diligence"; "little wisdom."
Give the Latin for—"three million sesterces"; "the two hundred and twenty-fourth year"; "forty-eight times"; "he gave the soldiers twelve acres apiece."
2. Give the parts of *video*; *reperio*; *ēdo*; *ōdo*; *spargo*; *effero*; *pasco*; *tondeo*.
To what verbs do the following participles belong respectively?—*illitus*; *arreptus*; *consuetus*; *insitus*; *confertus*; *excitus*; *peremptus*.
What words are used as the passives of *vendo*; *perdo*; *facio*?
3. What are the restrictions to the use of the ablative after comparatives?
Express in Latin—"No Roman ever was more eloquent than Tullius." "Cæsar led much more faithful soldiers than Pompey." "The light of the sun is far brighter than that of many moons."
4. Translate into Latin—
(1.) We must carefully obey the laws.
(2.) He reports that a council will be summoned.
(3.) Tell me what crime he committed and when he committed it.
(4.) He was stabbed by the Gaul with a sword.
(5.) I am afraid he will not return before I have set out from Rome.
(6.) He is worthy to obtain the highest honour among his countrymen.
(7.) The more numerous his enemies were the more bravely he resisted them.
(8.) They said that it had not been their fault that the forces of the enemy were not crushed.

[NOTE.—To stab, *confodere*; countryman, *civis*; to crush, *opprimere*.]

5. Translate—Cum cohortes ex acie procucurrissent, Numidae integri celeritate impetum nostrorum effugiebant, rursusque ad ordines suos se recipientes circumabant et ab acie excludebant. Sic neque in loco manere ordinesque servare neque procurrere et casum subire tutum videbatur. Hostium copiae summissis ab rege auxiliis crebro augebantur; nostros vires lassitudine deficiebant; simul ii qui vulnera acceperant neque acie excedere neque in locum tutum referri poterant, quod tota acies equitatu hostium circumdata tenebatur. Hi de sua salute desperantes, ut extremo vitæ tempore homines facere consuerunt, aut suam mortem miserabantur aut parentes suos commendabant, si quos ex eo periculo fortuna servare potuisset. Plena erant omnia timoris et luctus.