

came fast in spite of myself and i covered my face and wept for myself it was not for him but at my own misfortune in losing such a friend even before that crito had been unable to restrain his tears and had gone away and apollodorus who had never once ceased weeping the whole time burst into a loud cry and made us one and all break down except only socrates himself what are you doing my friends he exclaimed i sent away the women chiefly in order that they might not offend in this way for i have heard that a man should die in silence so calm yourselves and bear up when we heard that we were ashamed and we ceased from weeping

5. Spell the words dictated by the Supervisor. [Please write the words in a column.]

Spelling (Part of a Paper on English Grammar and Composition).—For Class D.

The Supervisor will please read the words aloud once, and then dictate them to the candidates :—

Fallacious, garrulity, heinous, crystalline, garrisoned, preferring, depreciation, discretion, variegated, vedette, vacillation, atoll, transferable, tympanum, tertiary, symptomatic, syndicate, capillaries, encyclical, indictment.

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

[NOTICE TO CANDIDATES.—All candidates are required to attempt the spelling and the punctuation exercise. The answers should be arranged in the order in which the questions are set.]

1. Show, in tabular form, (1) that the grammar of the English language is purely Teutonic, and (2) that the English vocabulary is very composite.

2. What are the chief causes of obscurity in writing English? What grammatical devices are conducive to perspicuity? Illustrate your answer.

3. Mention the various equivalents for the relative pronoun that can be used in writing English, and illustrate the use of these equivalents.

4. Rewrite the following sentences in clear and correct modern English :—

(1.) We have a right to destroy such animals as are mortal.

(2.) Two sisters want washing.

(3.) A savage is a better state of life than a slave.

(4.) Walking along the road, the duke's country seat may be seen in the distance.

(5.) Mrs. James, presently a residenter at Wellington, shall take in boarders during the winter months, who she hopes to make mutual friends.

5. The following is a sentence analysed into its component parts. Recombine the parts into a sentence, and supply the proper connectives :—

A. Circumstances compelled Hester to leave the home (adverbial clause of time to c).

B. She had spent the happiest days of her life (adjective clause to A).

C. She was foolish enough to think (principal clause).

D. She knew Blankshire fairly well (noun clause, object to "to think" in c).

E. She had settled at Warpington (adverbial clause of time to F).

F. But she gradually discovered the existence of a large current of society (principal clause, co-ordinate with c).

G. She knew nothing at all (adjective clause to F).

H. She was plunged (adjective clause to F, and co-ordinate with G).

I. She was willing or unwilling (adverbial clause of condition to H).

J. She was her brother's sister (adverbial clause of reason to H, and co-ordinate with I).

6. Give the GENERAL analysis of the following passage, and parse IN FULL the words in italics :—

Thou *durst* not thus disparage glorious arms
Which greatest heroes have in battle worn,
Their ornament and safety, *had* not spells
And black enchantments, *some* magician's art,
Armed thee or charmed thee strong, *which* thou from heaven
Feign'dst at thy birth was given thee in thy hair.

7. Write two paragraphs on ONE of the following subjects, attending carefully throughout to expression, punctuation, and neatness of form :—

(1.) Australian Federation.

(2.) Life of Lord Roberts.

(3.) The loyalty of the colonies to Great Britain and Queen Victoria.

[Candidates are requested to write the punctuation exercise on a separate sheet of paper. No marks will be given for any point unless it is quite distinct.]

8. Punctuate the following passage, and put capitals where they are required :—

what is to be thought of joan of arc what is to be thought of the poor shepherd girl from the hills and forests of lorraine who like the hebrew shepherd boy from the hills and forests of judea rose suddenly out of the quiet out of the safety out of the religious inspiration rooted in deep pastoral solitudes to a station in the van of armies and to the more perilous station at the right hand of kings the hebrew boy inaugurated his patriotic mission by an act by a victorious act such as no man could deny but so did