

arises out of legislation, to the already existing six authorities whose executive competence in relation to all their legislative powers, anterior to the exercise of any of them, has never been questioned. Such a conception excludes the idea of that fusion of many rights and interests which is the necessary consequence of federal union, in whatever terms the mere purpose is expressed.

If the narrow view which I have just quoted is untenable, as its mere statement shows it to be, then there is no half-way house between its abandonment and the acceptance of the view put forward by my colleague so far as it applies to powers and functions inherent in the notion of a federation.

It is true, as stated by Mr. Deakin, that the words "External Affairs" were used in the 51st section of the Constitution with the intention of including such matters as legislation for the observance of Treaties and for the facilitation of the performance of their offices by Consuls. Representations on the subject of these Treaties are constantly being made to me by the gentlemen who have been appointed Consuls-General for Australia by several foreign Powers, and those gentlemen are in the habit of giving directions to the Consuls subordinate to them in the several States. If on subjects covered by political or commercial Treaties it were the accepted practice of the States to enter into communication with the Consuls in the State capitals, apart from the Government of the Commonwealth, a state of things would arise quite foreign to the idea of the incorporation of the six States into a Commonwealth. Half-a-dozen sets of communications would be passing between the six States respectively and the Colonial Office, based on the varying views of a large number of Consuls representing their countries in the different States. It is easy to say that such was the pre-existing state of things, but its continuance cannot be contended for without the necessity of arguing further that the maintenance of any relations whatever between the central power and the Consuls-General, supported by communications between the central power and the Colonial Office, is an additional complication not contemplated by federation. The absurdity of that contention is sufficient warrant for its opposite. Has the Commonwealth six or seven sets of external relations, or only one? If it has six sets of such relations, are the States severally its agents for the purpose of exercising them? If they were, confusion would be inevitable; but as they base their claim on independent, and not adopted, power, confusion must be worse confounded.

The position must be looked at as if the powers claimed on each side were in full exercise. The contemplation of their exercise in the one alternative reveals chaos, but the adoption of the other alternative is the only method by which well-ordered communication can be ensured.

If such a question as the present arose in relation to Canada, His Majesty's Government would, of course, brush it aside at once. It is contended, however, and with truth, that the Provinces of Canada stand in a far weaker relation to the central Government than do the States of Australia. But from the experience gained by the Colonial Department of the working of Federation in Canada, can it be argued that if the Provinces, in relation to the Dominion Government, held as strong a position as do the States of Australia to the Government of the Common-

wealth, it would have been possible to administer the affairs of Canada without confusion and endless quarrel if claims like those of the South Australian Government had been admitted? Could such claims have been in the contemplation of the Imperial Parliament as arising, or likely to arise, out of the Australian Constitution Act? If so, would it willingly legislate at this date so as to allow such claims to be generated in the Canadian Provinces? This is, of course, a question of practical politics rather than of constitutionalism, but it throws a side-light on the question at issue.

It is not necessary for the purpose of the present correspondence to ask the Secretary of State to decide between the conflicting claims of the Commonwealth and the State of South Australia to the full extent set down by their respective expounders. The question of the enquiry into the "Vondel" case has now passed by. It is enough here to say that if at any future time the requests of the Colonial Office for information on matters of general Commonwealth concern cannot be courteously complied with by the States, at the instance of Your Excellency's Government, then the desired information can be secured by the exercise of the statutory powers of the Commonwealth in respect of Royal Commissions. Those powers are in reserve, and can be employed with full remembrance that the Federation can exercise its authority over all citizens without distinction.

Nor is it worth while to spend more time upon the obvious arguments that wherever a legislative power is conceded, everything is with it conceded, the withholding of which would tend to make the grant nugatory. It necessarily follows that all executive power is conceded which would enable the Commonwealth to legislate in full knowledge, and after full executive preparation. Probably there is even a greater measure of executive power conceded in respect of those powers of legislation which are necessarily involved in the Federal compact. But that is a question which may now be left for future decision in the light of the very convincing arguments advanced by my colleague.

The method in which the Secretary of State will communicate on any such subject is, of course, a matter in which the Colonial Office is the principal party, and which cannot await the decision of the High Court, even if such a decision could bind the Colonial Office. I have every confidence that its decision will be guided by the very reason of the thing, and that such decision will in no sense tend to exalt the part above the whole, or to impair the necessary collective powers of one federated people who have no intention of challenging the protection due to real State rights, admitted to exist, and never yet the object of attack.

I have, etc.,

EDMUND BARTON.

His Excellency the Acting Governor-General,
Commonwealth of Australia.

No. 15.

The Earl of Onslow (for the Secretary of State) to Governor-General Lord Tennyson.

My Lord,

Downing Street, January 8, 1903.

I have the honour to acknowledge the receipt of your Lordship's despatch of the 25th November,* forwarding a copy of a letter from your Prime Minister on the subject of the enquiry requested into certain circumstances connected with the arrest at Adelaide of the crew of the Dutch vessel "Vondel."

2. You will by this time have received a copy of the despatch of the 25th November,† to the Officer Administering the Government of South Australia, in reply to Mr. Jenkins's Memorandum, from which your Ministers will be aware that in substance I agree with their view of the constitutional position.

I have, etc.,
(For the Secretary of State),
ONSLow.

No. 16.

Lieutenant-Governor Sir S. J. Way (South Australia) to Mr. Chamberlain.

(Received March 23, 1903.)

Sir, State Government House, Adelaide, February 14, 1903.

I have the honour to forward you herewith a Memorandum which I have received from my Ministers in reply to your despatch of the 25th November, 1902,‡ as to the channel of communication in regard to complaints made by Foreign Governments as to the conduct of State officials. The matter is of so much importance, having regard to the sensitiveness of the State Governments as to any interference with their proper functions by the Commonwealth, that I propose to address a despatch to you myself upon the subject, but I send Ministers' Memorandum on at once, in order that you may be placed in possession of their views as early as possible.

I have, etc.,
S. J. WAY,
Lieutenant-Governor.

Enclosure in No. 16.

Memorandum to His Excellency the Lieutenant-Governor.

Premier's Office, Adelaide, February 13, 1903.

1. Ministers have the honour to acknowledge the receipt from His Excellency of the letter of the Right Honourable the Secretary of State for the Colonies, dated 25th November, 1902, in reply to the Memorandum of Ministers of the 25th September, 1902, in which, at the request of the Right Honourable the Secretary of State for the Colonies, they stated

* No. 14.

† No. 13.

‡ No. 13.

their views as to the proper channel of communication in regard to matters arising in Australia affecting "external affairs," and the position of Consuls.

2. Ministers desire to intimate with great respect that they are unable to agree with the following propositions contained, as they gather from its terms, in the letter of the Right Honourable the Secretary of State for the Colonies:—

A. That there is nothing in the Constitution which limits the responsibility and power of the Commonwealth to matters connected with the Departments actually transferred, or matters upon which the Commonwealth Parliament has power to make laws and has made laws.

B. That the question of the observance of Imperial Treaties by the officials of a State is a matter of Federal concern, as being an "external affair," and that the question which arose in regard to the "Vondel" was a Federal matter.

3. As to these differences of opinion concerning issues, which the Right Honourable the Secretary of State for the Colonies admits to be important, Ministers feel that no apology is needed either for disagreement with his views, or for a plain statement of the reasons for such disagreement. The desire of His Majesty's Imperial Government and of this Government is the same, namely, that the Constitution of the Commonwealth shall be maintained in its integrity; and a clear statement of the differing opinions of those who are for the time being in their respective spheres entrusted with the duty of so maintaining it, is the best way of elucidating and finally ascertaining the true principles by which they should be guided.

4. As to proposition "A," Ministers, with great respect, take exactly the contrary view of the Constitution. They maintain that the power and responsibility of the Commonwealth is limited to matters connected with Departments actually transferred, and upon which the Commonwealth Parliament has power to make laws and has made laws. The pervading misconception of the argument of the Right Honourable the Secretary of State for the Colonies is, as Ministers humbly believe, caused by a contemplation of the general words of Section 3 of the Act, without giving effect to the established rule of construction "that general words and phrases, however wide and comprehensive in their literal sense, must be construed as strictly limited to the immediate objects of the Act." A contemplation of this Section apart from the succeeding parts of the Constitution, which strictly define its scope and objects, has apparently led to the misconception that something in the nature of a Unification, and not a Federation, has been accomplished between the Federating States.

5. The view which Ministers take of the Constitution is that the grant of power to the Commonwealth, notwithstanding the general terms of Section 3; is strictly limited to the Departments transferred, and to matters upon which the Commonwealth Parliament has power to make and has made laws. In the distribution of legislative, and consequently

of executive power, made by the Constitution, all powers not specifically ceded to the Commonwealth remain in the States.

6. Ministers cannot agree with the contention that there does not appear to be anything in the Constitution which justifies this limitation. The method of enquiry as to the powers of the Commonwealth implied in this contention, is, as Ministers respectfully submit, incorrect. The validity of any power claimed by the Commonwealth should be tested by enquiring: Does the Constitution specifically confer the power? If it does not, the conclusion should be against the claim. On the other hand as to any power claimed by the States, the enquiry should be: Does the Constitution expressly deny it? If it does not, the claim should be admitted. The idea of an undefined area of legislative and executive power possessed by the Commonwealth, which underlies the argument of the Right Honourable the Secretary of State for the Colonies is, in the opinion of Ministers, repugnant to the Constitution.

7. The importance to the States, especially to the smaller States, of strictly maintaining the lines of demarcation between Commonwealth and State power is manifest. Already a movement has begun to destroy the Federal element in the Constitution. A remarkable indication of this may be gathered from a speech made by Sir William Lyne, the Commonwealth Minister for Home Affairs, at Kalgoorlie, in Western Australia, on the 2nd day of the present month. Speaking of the Constitution, Sir William Lyne said:—

“If the population increased in the States as he expected, he did not think three of the larger States would still consent to be governed by four of the smaller ones. He hoped that when the time came there would not be bloodshed, but that things would settle themselves in a manner worthy of the records of the first Parliament.”

8. Believing, as Ministers do, that the peaceful and successful working of the Constitution depends upon the strict maintenance of the lines of demarcation between the powers of the Commonwealth and those of the States, and that that line is drawn clearly in the Constitution, they cannot agree to the opinions of the Right Honourable the Secretary of State for the Colonies, which increase, by implication, the power of the Commonwealth, and which seem to Ministers to tend to Unification, and to a sacrifice of the Federal to the National principle.

9. As to proposition “B,” Ministers in their Memorandum of the 23rd September, 1902, expressed opinions which they see no reason to modify. While admitting that the question is open to doubt, they do not concede that the power to make laws with respect to “External Affairs,” carries with it a power to make laws regarding Imperial Treaties. They believe that the “External Affairs” contemplated by the Constitution are the External Affairs of the Commonwealth itself, and not the “External Affairs” of the Imperial Government. It is, as Ministers have previously pointed out, much in favour of their contention that the power to legislate as to “External Affairs and Treaties,” which was contained in the Convention Bill of 1891, and repeated in the Adelaide Draft of 1897, was

ultimately struck out ; and that the Commonwealth has no legislative power as to Treaties.

10. Ministers pointed out in their previous Memorandum on this question, that the State Courts have equal jurisdiction with that conferred by the Constitution upon the Federal High Court as to "Matters arising under any Treaty," and that no argument excluding the right of the State to control its own officers regarding Imperial Treaties, and to communicate direct with the Imperial Government thereon, can well be founded upon the fact of judicial power in such matters having been conferred upon the High Court.

11. Where the Commonwealth has no legislative power it has no executive power. If, as Ministers contend, the power to legislate with respect to "External Affairs" does not include the power to legislate for the observance by States or their officials of Imperial Treaties, then the whole subject is outside the bounds of the Commonwealth power.

12. Ministers repeat with much respect that the law, and the facts in connection with the "Vondel" case themselves show, that such an affair ought not to be regarded as a matter coming within the Federal power. The "Vondel" case is not, judged by either its legal or administrative bearings, an "External Affair" at all, as the following facts show :—

- (a) The Merchant Shipping Act in pursuance of Treaty casts certain duties with respect to deserting seamen from foreign ships upon policemen and magistrates, who were Colonial, and are now State, officials. That Act is still unrepealed and unaltered.
- (b) Neither the Commonwealth nor the State Legislatures have power to alter Imperial Legislation made applicable to the Colonies.
- (c) The Commonwealth Act gives no jurisdiction over State officials, nor does it make the Commonwealth liable for their neglect or misconduct.
- (d) If any responsibility in this matter exists it is in the State, and it would be promptly disavowed by the Federal Government.
- (e) In the "Vondel" case an unfounded charge was made by the Netherlands Government as to the action of the State police, and the decision of a State Magistrate, both of whom acted under the "Merchant Shipping Act." The matter was one as to which the Commonwealth had no jurisdiction, no knowledge, and no liability. No State, as Ministers believe, will ever tolerate interference with its judiciary, or with any of its officers by the Commonwealth, unless express power to do so is given by the Constitution.

13. For the reasons above set forth Ministers respectfully disagree with the views of the Right Honourable the Secretary of State for the Colonies, which, as they believe, are not in accord with the Constitution. They hold that the proper course was taken by them in the "Vondel"

case, in declining to communicate with the Imperial Government through the Commonwealth Government; and they respectfully decline to acknowledge that Government as an intermediary in such cases for the future.

J. H. GORDON,
Acting Premier.

No. 17.

*Mr. Chamberlain to Lieutenant-Governor Sir S. J. Way
(South Australia).*

Sir,

Downing Street, April 15, 1903.

I have the honour to acknowledge the receipt of your despatch of the 14th of February,* forwarding a further Memorandum by your Ministers, on the question of the channel of communication in regard to complaints made by foreign Governments as to the conduct of State officials.

2. I note that you propose to furnish me with your personal views on this matter, and I shall be glad to receive and consider them, but I think it due to your Ministers that I should state at once the reasons why, after full consideration of their further Memorandum, I am still unable to concur in their views.

3. The difference of opinion between your Ministers and myself in regard to this question arises from the widely different points of view from which we approach the question of the object and scope of the Constitution Act.

4. Your Ministers contend "that the grant of power to the Commonwealth, notwithstanding the general terms of Section 3 of the Act, is strictly limited to the Departments transferred, and to matters upon which the Commonwealth Parliament has power to make laws and has made laws," and that "in the distribution of legislative and consequently of executive power, made by the Constitution, all powers not specifically ceded to the Commonwealth remain in the States."

5. They are unable to agree "with the contention that there does not appear to be anything in the Constitution to justify this limitation," and argue that the validity of any claim of the Commonwealth to any particular power, should be tested by enquiring: Does the Constitution specifically confer the power?

6. The view of the Act which I take is that it is a Constitution Act, and creates a new political community. It expressly declares that "the people of New South Wales, Victoria, South Australia, Queensland, and Tasmania, and also, if Her Majesty is satisfied that the people of Western Australia have agreed thereto, of Western Australia, shall be united in a Federal Commonwealth under the name of the Commonwealth of Australia." The object and scope of the Act is defined and declared by the preamble to be to give effect to the agreement of the people of New South Wales, Victoria, South Australia, Queensland, and Tasmania "to unite in one indissoluble Federal Commonwealth under the Crown

* No. 16.

of the United Kingdom of Great Britain and Ireland, and under the Constitution hereby established."

7. The whole Act must be read in the light of this declaration and the provisions of Section 3. So far as other communities in the Empire or foreign nations are concerned the people of Australia form one political community for which the Government of the Commonwealth alone can speak, and for everything affecting external states or communities, which takes place within its boundaries, that Government is responsible. The distribution of powers between the Federal and State authorities is a matter of purely internal concern of which no external country or community can take any cognizance. It is to the Commonwealth and the Commonwealth alone that, through the Imperial Government, they must look for remedy or relief for any action affecting them done within the bounds of the Commonwealth, whether it is the act of a private individual, of a State official, or of a State Government. The Commonwealth is, through His Majesty's Government, just as responsible for any action of South Australia affecting an external community as the United States of America are for the action of Louisiana or any other State of the Union.

8. The Crown undoubtedly remains part of the constitution of the State of South Australia, and, in matters affecting it in that capacity, the proper channel of communication is between the Secretary of State and the State Governor. But in matters affecting the Crown in its capacity as the central authority of the Empire, the Secretary of State can, since the people of Australia have become one political community, look only to the Governor-General, as the representative of the Crown in that community.

9. The view of your Ministers would, if adopted, reduce the Commonwealth to the position of a Federal League, not a Federation, and appears to me to be entirely opposed not only to the spirit but to the letter of the Act.

10. The question of the channel of communication must be determined, not by enquiring whether the particular power which may have been exercised is one which the Australian Constitution Act declares to be a power left to the States exclusively or a power in respect of which the Commonwealth has exclusive or paramount jurisdiction; it must be determined by the answer to the question whether the particular exercise of the power is a matter in which the Crown is concerned solely in its capacity as part of the constitution of the State, or in which the Crown is concerned as the central authority of the aggregate of communities composing the empire.

11. The contention of your Ministers in paragraph 9 of their memorandum that the power given to the Commonwealth in regard to "external affairs" is limited to the "external affairs" of the Commonwealth itself, and does not extend to the "external affairs" of the Imperial Government is one which I do not quite grasp. The Imperial Government is responsible, as I have stated in my previous despatch, for the whole of the external affairs of every part of the Empire, and I cannot

see that there can be external affairs of the Commonwealth itself which are not external affairs of the Imperial Government.

12. Whether the power given to the Commonwealth Parliament to legislate in regard to external affairs extends to treaties it is unnecessary for me to enquire, as from my point of view, the question at issue between your Ministers and myself is not one as to the powers of the Commonwealth Parliament, but as to the responsibility of the Commonwealth, which is the measure of the sphere of the Commonwealth executive.

13. In regard to the alleged treatment of the "Vondel" your Ministers are no doubt responsible, as they maintain, but their responsibility is to the Commonwealth, which is in turn responsible to His Majesty's Government, with whom rests the ultimate responsibility to the Netherlands Government.

14. If for these reasons I am unable to accept the views of your Ministers, I am sure that they will recognise that my decision is not due to any disrespect towards them, or any desire to detract from or disparage the important and responsible functions with which they are invested, but solely to my desire to be loyal to what, I am convinced, was the intention of the people of Australia and the will of Parliament as declared in the Commonwealth Constitution Act.

I have, etc.,
J. CHAMBERLAIN.

NOTE.—Considerations of space preclude the printing of lengthy exercises, but the student is recommended to practise from actual official letters, as these are always given in examinations. Reprints of official correspondence can be readily obtained for a few pence from H.M. Stationers, Messrs. Eyre and Spottiswoode. The following are recommended:—

Cds. (7657). RAILWAYS. (1895.) Workwomen's trains on the Metropolitan lines.

(7646). AFRICA. No. 4 1895.

(158). Further papers relating to the Federation of the Australian Colonies, 1900.

(1401.) COMMERCIAL. No. 1, 1903—Correspondence with Russian Government respecting Interpretation of Most-favoured-nation Clause in connection with Countervailing Duties on Bounty-fed Sugar.

(1433.) NORTHERN NIGERIA. (1903.) Correspondence relating to Kano.

(1434.) CYPRUS. (1903.) Correspondence respecting the Drought.

(1467.) TURKEY. No. 2, 1903—Further correspondence respecting the Affairs of South-Eastern Europe (Reforms in the Administration of the Vilayets of Salonica, Monastir, and Kossovo).

§ 85. Notes on Exercises.

(a) EXERCISES I. and II. are very easy. It will be noticed that we have reproduced them exactly as given as examination papers when a *Précis only* was required. For practice, however, the reader should construct both Index and Précis. In Exercise II. the dates and names must be taken from the foot of the letters. [Model Précis of Exercise II. is given on p. 151.]

(b) EXERCISE III.

Letter No. 1. Attention called to threatened expulsion of Polynesian labourers from Queensland after their term of service. Urged that representation should be made to the Australian authorities with a view to a speedy and equitable settlement.

(2) *Encl. in No. 2.*—The Secretary of State has no doubt that Commonwealth Government will take precautions to ensure return to their proper villages of deported islanders.

(3) *Encl. in No. 7.*—On the subject of hardships entailed upon islanders by repatriation.

4) *No. 9.*—Colonial Secretary states in reply to question by Sir B. Gurdon, that necessity for dealing carefully with interests of Pacific Islanders resident in Queensland has been strongly pressed on Commonwealth Government.

(c) EXERCISE IV. [Solution is printed on p. 152 *et seq.*]

(1) The substance of Nos. 4 and 7 is given at the beginning of Nos. 13 and 20 respectively.

(2) *No. 13* is lengthy, but the main point is contained in the last two paragraphs.

(3) *Encl. in 23* contains the gist of the whole correspondence, and should supply most of the material for the *Précis*.

(d) EXERCISE V.

- (1) *Encl. in No. 10* gives views of South Australian Ministers respecting authority of the Commonwealth as to (a) legislation affecting "External Affairs" and "Treaties;" (b) the position of Consuls. What were these views?
- (2) *Encl. 2 in No. 11.* The first part of this is a resumé of the matters at issue, and should form the basis of the Précis.
- (3) *No. 13.*—Explain reasons which have led Secretary of State to a different conclusion from that arrived at by Government of South Australia.
- (4) *Encl. in No. 14.* Especially note paragraphs 5 and 11.
- (5) *Encl. in No. 16.*—Memorandum by Mr. Jenkins, the Premier, stating the views of himself and colleagues on general question of channel of communication on external affairs.
- (6) *No. 17.* Note particularly paragraphs 6, 8, 9.

NOTE. (1) These notes are in no case intended to form a model Index, but should merely serve as a guide to the more salient points in the longer documents.

NOTE. (2) After solving the above Exercises, the student should work through A. J. Lawford Jones's "Textbook of Indexing and Précis Writing" [Pitman], which treats the subject very fully and contains many additional papers.

APPENDIX.

THE LONDON UNIVERSITY MATRICULATION SYLLABUS IN ENGLISH.

(*New Regulations, 1902*).

§ 86. English is an *obligatory* subject, and the Regulations state that

“The paper will test knowledge and command of English by questions in composition, *précis*-writing, paraphrase, and analysis of sentences. Some of the questions will involve a knowledge of the most salient facts in English History and General Geography.”

§ 87. In addition to forming an essential part of the Matriculation Examination, candidates who do not wish to matriculate may take the English Paper alone for “CERTIFICATES IN ENGLISH,” which (to again quote the Official Regulations) are granted upon the following conditions—

I.

“Any person will be admitted to take the English Paper and a *Vivâ-Voce* Test at the Matriculation Examination, on payment of a fee of £2 for each entry, and subject to the General Regulations affecting that Examination.

A Certificate will be issued to each successful Candidate stating that he has submitted himself to an oral and written test in English and has shown an adequate knowledge of the subject.”

II.

“Any person who has obtained the foregoing Certificate will be admitted to take the English Papers at the Intermediate Examination in Arts (Pass) for External Students and a *Vivâ-Voce* Test, on payment of a fee of £3, and subject to the General Regulations affecting that Examination.

A Certificate will be issued to each successful Candidate stating that he has shown an adequate knowledge of the English Language, and of the period of the English Literature and of the Texts prescribed for that Examination."

(a) HINTS FOR PREPARATION.

§ 88. From the Regulations given in § 86 it will be seen that the syllabus may be divided roughly into (a) Composition; (b) Précis-writing; (c) Paraphrasing; (d) Analysis of Sentences.

§ 89. *Composition.* The candidates' powers in this direction are tested principally by means of an essay upon a topic to be selected from a given list of several, which is generally very varied and affords ample scope for different tastes and degrees of knowledge. We have treated "*Essay Writing*" fully in Chapter VIII. (Specially note § 67: "Practical hints for writing an essay.") It must be borne in mind that though the *essay* constitutes the most important direct test in *composition*, great care should be taken with the wording of the other answers. NOTE that the last few papers have contained tests which the examiners probably include under the general head of "*Composition*," e.g.

- (a) Comments upon sentences with regard to *faults of expression*, *anomalies in syntax*, etc. (See Chapters II. and III., and the Exercises thereon.)
- (b) Discussion of the ordinary meaning and the original literal significance of *idioms*. (See §§ 32, 33.)
- (c) Recasting of passages so as to improve their *style* and *arrangement*. (See Chapter II.: "*Style*.")
- (d) *Punctuation* of matter from which the stops have been omitted. (See § 37, *et seq.*)

§ 90. *Précis-writing.* In Chapter X. we give full and explicit directions for attaining proficiency in this subject, but may remark that the London Matriculation Test in Précis-writing is short and easy compared with that set in examinations when it constitutes a separate subject.

§ 91. *Paraphrasing.* Anyone who masters Chapter IX. will be able to render a good account of himself. Endeavour to grasp mentally vital points such as we have indicated in "Notes to Exercises," § 78.

The Matriculation Examiners usually require—(1) The *general purport* of a passage; (2) a particular explanation of some portion printed in italics; (3) notes explaining historical, geographical, or literary allusions.

(1). The *general purport* simply means a kind of *index*, e.g., in the June, 1903, paper, the general purport of passage (e), quest. 6, is "England's welcome to Princess Alexandra of Denmark upon her arrival as the betrothed of the Prince of Wales (now H.M. King Edward VII.)." (2) The *particular explanation* of

"Welcome her, thunders of fort and of fleet!
Welcome her, thundering cheer of the street,"

is that Tennyson, using the figure "Apostrophe," metaphorically refers to the cheers of the people lining the streets and to the salutes of the warships and forts in words which liken this welcome to the roar of thunder.

(3) *The notes explaining historical allusions*, etc., should be brief and to the point, e.g.

"The Legend of Good Women": A collection of stories written by Chaucer about 1385. They were mostly derived from Greek and Roman sources, and deal with women who suffered for love, e.g., Medea, Lucretia, etc.

"St. Andrew and our right": The battle-cry of the Scots. Andrew, the patron-saint of Scotland, is invoked to defend the rights of the nation.

§ 92. *Analysis*. We do not regard this as a serious stumbling-block, as the passages given are generally fairly straightforward, and to our mind Analysis is mainly a question of common-sense.

Analysis means the dissection of sentences into their several components, whereas *composition* may be regarded as the building-up of words into sentences, hence the ability to analyse is useful in detecting badly constructed sentences and in determining the inter-dependence of the various parts.

§ 93. *Hints for Analysis*. (1) Read through the piece and note every *finite verb* (expressed or understood), and you will then know how many sentences there are. (See note on p. 46, for *kinds* of sentences).

(2) If the sentence is "*principal*," merely define it as such, noting to what other principal sentence it is *co-ordinate* if part of a "*compound*" sentence. (See *a* and *b* in Example II., § 94.)

Be on the watch for contracted compound sentences, e.g., "I read, marked, learnt, and inwardly digested Carlyle's philosophy," comprises four principal sentences, the subject "*I*" being understood in the last three.

(3) The only true test for a "*subordinate clause*" is the question, "Does it do the work of a noun, an adjective, or an

adverb?" Having determined the *kind* of subordinate clause define it more particularly, *i.e.*

If a "*noun*" clause, it will be the *object* of the predicate in some other sentence (*e.g.*, C in Example II.).

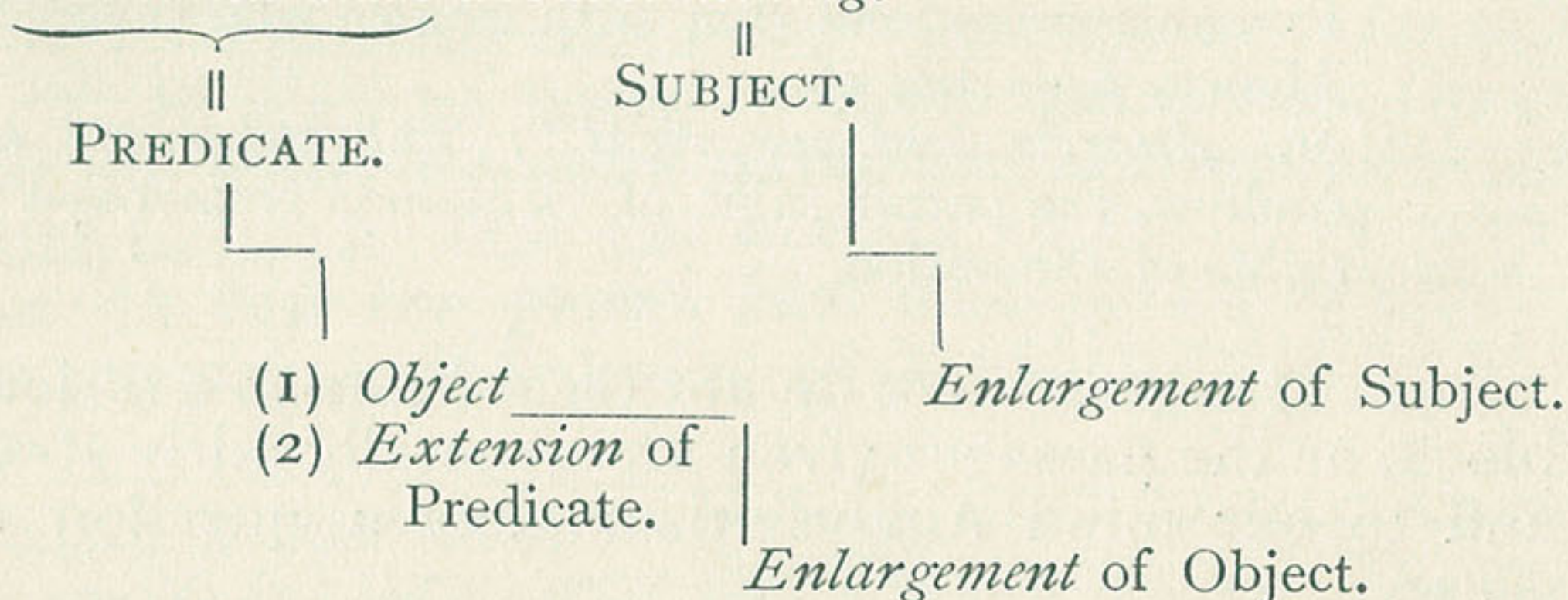
If an "*adjective*" clause, it will be the *enlargement* of the subject or object in another sentence (*e.g.*, B in Example I.).

If an "*adverbial*" clause, it will be the *extension* of the predicate in another sentence—say whether of *time*, *place*, *manner*, *degree*, etc. (*e.g.*, C and D in Example I.).

Note that it is most important to clearly indicate the relation of subordinate clauses to their principal sentence and to each other.

(4) Now consider the different parts of each sentence. The following table will show their mutual relation:—

A sentence is *a statement made about something*.



The *predicate* and *subject* are the indispensable parts of a sentence, and though the latter may sometimes be understood (especially in imperative sentences), the former is always expressed, or no statement could be made. (Note, however, that *part* of the predicate in the form of the verb "to be" is sometimes understood, *e.g.* predicate in A., Example I.)

The *predicate* has the force of a *verb* (*i.e.* tells us (a) what something—*i.e.* the *subject*—does; or (b) what is done to something—*i.e.* to the *object*; or (c) in what state something—*i.e.* the *subject*—exists.

The *subject* and *object* have the force of a *noun* (*i.e.* consist of a word or words used as a name). Note that the predicate tells us *what the subject does* and *what is done to the object*.

The *enlargement* of the subject or object has an *adjectival* force—*i.e.* is descriptive of the subject or object.

The *extension* of the predicate performs the functions of an *adverb* in extending the statement to the *manner*, *time*, *place*, *degree*, etc., of the action.

Conjunctions (or "Connectives") and *interjections* should be indicated last of all.

NOTE.—Personally we are not favourably disposed towards the system of ruled columns, and consider the time spent in ruling might be more profitably devoted to other questions, especially when it sometimes happens that a column (say for “Enlargement” or “Extension”) is used for only one entry in the course of three or four sentences. We prefer the method of “*Logical Analysis*” recommended by the late Sir Joshua Fitch in his well-known “*Lectures on Teaching*” (Cambridge Press) *e.g.*

EXAMPLE I.

§ 94. *Model Solutions.*

“Ah! sad and strange as in dark summer dawns
The earliest pipe of half-awaken’d birds
To dying ears, when unto dying eyes
The casement slowly grows a glimmering square;
So sad, so strange, the days that are no more.”

A. “Ah! sad and strange days that are no more.”

Complex Sentence—

- (1) *Subj.*: “the days.”
 - (2) *Enl. subj.*: Clause B.
 - (3) *Pred.*: (are) “sad and strange.”
 - (4) *Exten. pred.*: (a) “so” (*degree*).
(b) Clause C.
- Interjection*: “Ah!”

B. “That are no more.”

Subordinate Clause (Adjectival to “days” in A.)

- (1) *Subj.*: “that.”
- (2) *Pred.*: “are.”
- (3) *Exten. pred.*: “no more” (*negation*).

C. “Sad and strange glimmering square.”

Subordinate Clause (Adverbial—*degree*—to pred. of A).

- (1) *Subj.*: “pipe.”
 - (2) *Enl. subj.*: (a) “the earliest.”
(b) “of half-awaken’d birds.”
 - (3) *Pred.*: (*is*) “sad and strange to dying ears.”
 - (4) *Exten. pred.*: (a) “in dark summer dawns” (*time*).
(b) Clause D.
- Connective*: “as.”

D. “When unto dying eyes glimmering square.”

E. "When my turpitude . . . gold."

Subordinate Clause (Adverbial—*reason*—to pred. in D).

(1) *Subj.* : "thou."

(2) *Pred.* : "dost crown."

(3) *Exten. pred.* : (1) "with gold." } (*manner*).
(1) "so."

(4) *Obj.* : "my turpitude."

Connective : "when."

§ 95. *Extracts for Analysis.*

1.

"If I could find example
Of thousands that had struck anointed kings,
And flourish'd after, I'd not do't; but since
Nor brass, nor stone, nor parchment, bears not one,
Let villainy itself for swear 't."

2.

"A substitute shines brightly as a king,
Until a king be by; and then his state
Empties itself, as doth an inland brook
Into the main of waters."

3.

"So eager was the queen that her story should be believed,
that nothing so much pleased her as an indication that
credit attached to it."

4.

"So please your Majesty, I would I would
Quit all offences with as clear excuse
As well as I am doubtless I can purge
Myself of many I am charged withal."

(*The above were all given at London Matriculation.*)

5.

"Poor naked wretches, whereso'er you are,
That bide the pelting of this pitiless storm,
How shall your houseless heads, and unfed sides,
You loop'd and window'd raggedness, defend you
From seasons such as these?"

(*Shakespeare* : "King Lear.")

6.

"I remember, I remember,
 The fir-trees dark and high ;
 I used to think their slender tops
 Were close against the sky ;
 It was a childish ignorance,
 But now 'tis little joy
 To know I'm further off from heaven
 Than when I was a boy."

(Hood: "I Remember.")

7.

"Power, like a desolating pestilence,
 Pollutes whate'er it touches ; and obedience,
 Bane of all genius, virtue, freedom, truth,
 Makes slaves of men, and of the human frame
 A mechanised automaton."

(Shelley: "Queen Mab.")

8.

"And last of all an admiral came,
 A terrible man with a terrible name—
 A name which you all know by sight very well ;
 But which no one can speak, and no one can spell."

(Southey: "March to Moscow.")

The following selections from the *Extracts for Paraphrase* given in § 76 may also be analysed—

| | | | |
|-----|-------|-------|--------------|
| No. | I. | lines | I—4. |
| " | II. | " | I—5 ; 14—20. |
| " | V. | " | I—5 ; 11—15. |
| " | VI. | " | I—5 ; 10—14. |
| " | IX. | " | I—4. |
| " | XI. | " | I—8. |
| " | XIII. | " | I—4 ; 11—14. |
| " | XVI. | " | I—5. |

§ 96. The statement that questions will be set involving a knowledge of the *salient facts of English History and General Geography* need not alarm anyone, for they usually take the form of an essay upon some historical or geographical subject and the elucidation of historical allusions, etc., in the passages given for paraphrase. Anyone who follows our advice for the "*Acquisition of Matter*," Chap. VI., will be able to render a good account of this portion of the paper.

NOTE that our list of essay titles for practice (§ 69) contains many historical and geographical subjects, and candidates who feel weak in this respect should select these, and, after looking up sufficient facts, should outline the essay and afterwards write it fully *without assistance*. The essays required by the examiners generally deal with topics like (a) descriptions of the courses of rivers famous for their scenery or importance commercially, *e.g.*, the Rhine, Danube, Volga, Nile, Mississippi, etc., (b) descriptions of prominent regions such as India, Canada, Egypt, Germany—short historical sketch, the chief physical, political, industrial, and climatic features; (c) biographies of famous personages like Shakespeare, Cromwell, Pitt, Nelson; (d) facts of commercial history and general “historical cameos,” such as “The English Carrying-trade: its History and Present Extension”; “Rise and Development of the Chartered Companies”; “The Conflict of England with Napoleon the First.”

NOTE in § 97 we give some additional titles of a somewhat easier character than those contained in § 69, hence they will prove useful for introductory practice.

§ 97. *Essay Titles* for Matriculation preparation. The following should be worked up upon the lines indicated on p. 72, *Note to (e)*.

A. (Geographical.)

- (1) Descriptive sketches of Australia, British South Africa, United States of America, Russia, France, or Japan.
- (2) Account of a railway journey from (a) London to Brindisi, *or* (b) Paris to Constantinople, *or* (c) Paris to Moscow, *or* (d) New York to San Francisco, *or* (e) Montreal to Vancouver, *or* (f) London to Edinburgh—noting principal physical features, chief towns, staple industries, and climatic anomalies of the regions traversed.
- (3) Descriptions of ocean voyage from (a) London to Sydney, *viâ* Suez Canal, *or* (b) Liverpool to New York, *or* (c) Southampton to Cape Town—noting oceans and seas traversed, winds and currents encountered, ports of call.
- (4) Take *one* of the following commodities—wheat, cotton, tea, sugar, rice, frozen meat, wool, gold, coal—mention the principal regions producing it, conditions of its production, facilities for export and countries to which exported.
- (5) Causes, characteristics, and distribution of
 - (a) Glaciers, *or*
 - (b) Ocean Currents, *or*
 - (c) Winds, *or*
 - (d) Volcanoes, *or* (e) Earthquakes.

B. *Biographical sketches of one of the following—*

- (a) Alfred the Great, Simon de Montfort, John Wyclif, Warwick the King-maker, Cardinal Wolsey, Raleigh, Walpole, Wellington, Sir Robert Peel, Gladstone.
- (b) Chaucer, Milton, Dryden, Johnson, Scott, Dickens, Macaulay, Tennyson, R. L. Stevenson.
- (c) Columbus, Drake, Captain Cook, Sir John Franklin, Livingstone.
- (d) Washington, Napoleon Buonaparte, Bismarck.
- (e) Bacon, Galileo, Newton, Watt, Sir H. Davy, Faraday, George Stevenson.

C. (*Historical.*)

- (a) General outline of any noteworthy reign, *e.g.*, Edward III., Elizabeth, George III., or Victoria (avoid mere dates and dry details).
- (b) Magna Charta—its Cause and Effect.
- (c) Wars of the Roses.
- (d) The Reformation.
- (e) Rise and Development of the English Parliament.
- (f) The American War of Independence.
- (g) English Parliamentary Reform in the 19th Century.
- (h) The Indian Mutiny.
- (i) Imposition and Repeal of the Corn Laws.

D. (*Scientific.*)

- (a) Effects of heat upon various bodies.
- (b) The botany of any wood, hedgerow, or public park with which you are acquainted, expressed in non-technical language.
- (c) Water, the atmosphere, or carbon—its composition, production, and economic uses.
- (d) The wild animals of England.
- (e) A popular account of the firmament on a starry evening.

E. *Descriptions of*

- (a) Any district famous for its peculiar or beautiful scenery, *e.g.*
 - (1) Lakes of Killarney.
 - (2) English Lake District.
 - (3) The Trossachs.
 - (4) Devonshire.
 - (5) Switzerland.
 - (6) The Norwegian Coast.

- (b) Any important city or town, *e.g.*
- | | | |
|----------------|-------------|---------------|
| (1) London. | (3) Dublin. | (5) New York. |
| (2) Edinburgh. | (4) Paris. | (6) Berlin. |
- (c) Any noteworthy public building, *e.g.*, any Museum, Picture Gallery, Cathedral, College, etc. ; the Houses of Parliament, the Guildhall.
- (d) Any trade or industry, *e.g.*, coal-mining, weaving, glass-making, market-gardening, etc.—materials employed or procured, various processes, life from workpeople's point of view.
- (e) (1) A sunset, (2) a storm at sea, or (3) a snowstorm.

(b) EXAMINATION PAPERS.

LONDON UNIVERSITY MATRICULATION
EXAMINATION PAPER IN ENGLISH.—(SEPT. 1902.)

REVISED REGULATIONS.

[Candidates may take any two, but not more than two, of the three sections (A), (B), and (C).]

A.—COMPOSITION.

1. What faults of expression are there in any four of the following:—

- (a) Being his sole companion he naturally addressed himself to me.
- (b) He gave his parting directions to a youth who had come with him in a tone of mild authority.
- (c) The lark warbles its cheery song, goading on the tired labourer.
- (d) There has lately appeared the life of Cromwell, not Oliver, but he who was Henry the Eighth's minister.
- (e) Nothing has or could be more unfortunate.
- (f) I have lost not only my customers, but Mrs. Rachel herself is gone also.
- (g) I am sorry not to subscribe to your cause. No one yields to me in appreciation of its importance.
- (h) Men who started on a wrong tack, and instead of grappling with the facts lost themselves in a maze of misty speculation.

2. Discuss the syntax of any *four* of these sentences:—

- (a) Henceforward, squall nor storm
Could keep me from that Eden where she dwelt.

- (b) When or you or I are made
A fable, song, or fleeting shade.
- (c) And they all murmured, saying, That He was gone to
be guest with a man that is a sinner.
- (d) The French Press know little or nothing of the actual facts.
- (e) To the natives of India, the name and personality of Gladstone
was something sacred.
- (f) For a man to endure more was impossible.
- (g) It lies between the three.

3. Give the ordinary meaning conveyed by each of the following expressions, and connect it with the original literal signification of the words in italics:—

- (a) A *threadbare* argument.
- (b) He reckons without his *host*.
- (c) He is just in his *element*.
- (d) He is out of his proper *sphere*.
- (e) I *endorse* all that he has said.
- (f) To *sum* up the arguments.

4. Show in what various ways emphasis may be obtained by departure from the normal order of words, in an English sentence.

5. Write a concise Essay, of about two-and-a-half pages, on some *one* of the subjects given below:—

- (a) An important English Colony or Dependency (*e.g.* India, Canada, or Australia); its history, political and physical geography, climate, etc.
- (b) The balance of Power among European States, (i) in Europe, (ii) in other parts of the World.
- (c) Ocean High-roads.
- (d) The Course of the Rhine, Danube, or Nile.

B.—PARAPHRASING, ANALYSIS, ETC.

1. Enlarge the sentence, *Tyrrell shot Rufus*, by additions (i) to the subject, of (a) a participial phrase, and (b) an adjectival sentence; (ii) to the predicate, of (a) an adverbial sentence of time, and (b) an adverbial phrase of place; and (iii) to the object, of a noun in apposition. Distinguish each adjunct by its appropriate term, or by the marks i (a), i (b), etc.

2. Analyse, and punctuate, giving reason for each stop:—

Ah sad and strange as in dark summer dawns
 The earliest pipe of half-awaken'd birds
 To dying ears when unto dying eyes
 The casement slowly grows a glimmering square
 So sad so strange the days that are no more.

3. In the above passage, explain the peculiar appropriateness of the epithet *glimmering*. Show how completely out of place *glittering* would be here. Explain how the substitution of *sweet* for *still* would ruin the effect of Wordsworth's lines:

“Let beeves and home-bred kine partake
 The sweets of Burn-mill meadow;
 The swan on still St. Mary's lake
 Float double, swan and shadow!”

4. Select *one* of the following passages, and

- (i) State its general purport;
 - (ii) Explain, particularly, the meaning of each portion printed in italics;
 - (iii) Write *short* notes upon any historical and personal allusions in it. [N.B.—Those who do not take the Essay in Section A. are requested, instead of writing short notes, to write a concise Essay of about two-and-a-half pages, explaining the historical allusions in the passage they select.]
- (a) I read, before my eyelids dropt their shade,
 “The Legend of Good Woman,” long ago
 Sung by the morning star of song, who made
 His music heard below;
 Dan Chaucer, the first warbler, whose sweet breath
Preluded those melodious bursts that fill
The spacious times of great Elizabeth
With sounds that echo still.

(Can you justify Tennyson's making a star *sing*

- (b) Old men forget; yet all shall be forgot,
 But he'll remember *with advantages*
 What feats he did that day: then shall our names,
Familiar in his mouth as household words,
 Harry the king, Bedford and Exeter,
 Warwick and Talbot, Salisbury and Gloucester,
Be in their flowing cups freshly remembered.

- (c) What checks the fiery soul of James?
 Why sits that champion of the dames
 Inactive on his steed,
 And sees, between him and his land,
 Between him and Tweed's southern strand,
 His host Lord Surrey lead?

.

O for one hour of Wallace *wight*
 Or well-skill'd Bruce, to rule the fight,
 And cry—'Saint Andrew and our right!'—
 Another sight had seen that morn,
 From Fate's dark book a leaf been torn,
 And Flodden had been Bannockbourne!

- (d) Stop!—for *thy tread is on an Empire's dust!*
An earthquake's spoil is sepulchred below!
Is the spot marked with no colossal bust?
Nor column trophied for triumphal show?
None; but the moral's truth tells simpler so,
As the ground was before, thus let it be;—
How that red rain hath made the harvest grow!
And is this all the world has gained by thee,
 Thou first and last of fields! king-making Victory?

C.—PRÉCIS-WRITING.

[Write out in your own words a *précis* of the following letters, which relate to the appointment of Lord Malmesbury, in 1796, as our plenipotentiary in Paris, and to his negotiations with the Directory.

The *précis* should give in a concise form a continuous narrative, readily intelligible without reference to the original documents, embracing the essential facts and those only].

(1)

Lord Malmesbury, who is appointed by the King to treat with the French Government for a just and equitable peace, calculated to restore repose to Europe, and to ensure the public tranquillity for the time to come, will have the honour of delivering this letter from me to M. Delacroix. The distinguished rank and merit of the Minister of whom His Majesty has made choice on this occasion makes it unnecessary for me to say anything in his recommendation; at the same time that it furnishes a fresh proof of the desire of his Majesty to contribute to the success of this negotiation; for which object I entertain the most sanguine wishes.

Monsieur Delacroix will have the goodness to accept from me the assurance of my most perfect consideration.

(Signed) GRENVILLE.

Westminster, Oct. 13, 1796.
 To the Minister for Foreign Affairs at Paris.

(2)

Lord Malmesbury, named by His Britannic Majesty as his plenipotentiary to the French Republic, has the honour to announce, by his secretary, to the Minister for Foreign Affairs his arrival at Paris ; and to request of him, at the same time, to be so good as to appoint the hour at which he may wait upon him, for the purpose of communicating to him the object of his mission.

Paris, Oct. 22, 1796.

To the Minister for Foreign Affairs.

(3)

The Minister for Foreign Affairs has the honour to apprise Lord Malmesbury, commissioner plenipotentiary of His Britannic Majesty, that he has received from the Executive Directory the necessary powers for negotiating and concluding peace between the Republic and His Majesty.

To-morrow, if Lord Malmesbury pleases, the respective powers shall be exchanged. The Minister for Foreign Affairs will then be ready to receive the propositions which Lord Malmesbury is commissioned to make to the Republic on the part of His Britannic Majesty.

The Minister for Foreign Affairs requests Lord Malmesbury to accept the assurances of his high consideration.

(Signed) CH. DELACROIX.

2 Brumaire, An. 5.
(Oct. 22, 1796.)

(4)

Lord Malmesbury has the honour to present his acknowledgments to the Minister for Foreign Affairs for the communication which he has just made to him, and he will have the honour to wait upon him to-morrow, at the hour which he shall have the goodness to appoint, to receive the copy of the full powers with which he is furnished on the part of the Executive Directory ; and as soon as they shall have been exchanged, he will be ready to commence the negotiation with which he is charged.

He requests the Minister for Foreign Affairs to accept the assurances of his high consideration.

(Signed) MALMESBURY.

Paris, Oct. 23, 1796.

(5)

Extract from the Register of the Decrees of the Executive Directory.

The Executive Directory having heard the report of the Minister for Foreign Affairs,

The citizen Charles Delacroix, Minister for Foreign Affairs, is charged to negotiate with Lord Malmesbury, commissioner plenipotentiary of His Britannic Majesty, furnished with full powers to prepare and negotiate

peace between the French Republic and that Power, and to conclude it definitely between them. The Directory gives to the said minister all powers necessary for concluding and signing the treaty of peace to take place between the Republic and His Britannic Majesty. He shall conform himself to the instructions which shall be given him. He shall render a regular account, from time to time, of his progress, and of the issue of the negotiation.

A true copy.

(Signed) L. R. REVEILLERE LEPEAUX.

(6)

Memorial.

His Britannic Majesty, desiring, as he has already declared, to contribute, as far as depends on him, to the re-establishment of public tranquillity, and to ensure, by means of just, honourable, and solid conditions of peace, the future repose of Europe, is of opinion that the best means of attaining that salutary end will be to agree, at the beginning of the negotiation, on the general principle which shall serve as a basis to the definitive arrangements.

The first object of negotiations for peace generally relates to the restitutions and cessions which the respective parties have mutually to demand, in consequence of the events of the war.

Great Britain, from the uninterrupted success of her naval war, finds herself in a situation to have no restitution to demand of France, from which, on the contrary, she has taken establishments and colonies of the highest importance, and of a value almost incalculable.

But, on the other hand, France has made on the continent of Europe conquests to which His Majesty can be the less indifferent, as the most important interests of his people, and the most sacred engagements of his Crown, are essentially implicated therein.

The desire of the King to restore repose to so many nations induces him to consider this situation of affairs as affording the means of procuring for all the belligerent Powers just and equitable terms of peace, and such as are calculated to insure for the time to come the general tranquillity.

It is on this footing, then, that he proposes to negotiate, by offering to make compensation to France, by proportionable restitutions, for those arrangements to which she will be called upon to consent, in order to satisfy the just demand of the King's allies, and to preserve the political balance of Europe.

(Signed) MALMESBURY,
Minister Plenipotentiary from His
Britannic Majesty.

Paris, 24 October (5 Brumaire) 1796.

(7)

Extract from the Register of the Deliberations of the Executive Directory.

Paris, 5 Brumaire, 5 year of the Republic, one and indivisible.

The Executive Directory sees with pain, that at the moment when

it had reason to hope for the speedy return of peace between the French Republic and His Britannic Majesty, the proposal of Lord Malmesbury offers nothing but dilatory or very distant means of bringing the negotiations to a conclusion.

[The document goes on to state that Lord Malmesbury's words point to the necessity of holding a general congress, a proceeding that might involve interminable delay. It hints that the British Government has a double object in the negotiations—to prevent, by means of general propositions, the partial propositions of other Powers, and to obtain from the people of England the means of continuing the war, by throwing upon the French Government the odium of a delay for which English ministers are responsible. Finally, the Directory considers the principle laid down by the British Government as inadequate.]

(8)

[In a Note addressed to the Executive Directory Lord Malmesbury, passing over the "offensive and injurious insinuations" contained in the foregoing document, answers that the delay complained of was unavoidable, being due to the necessity of ascertaining from home the views of the allies of Great Britain; that he had never led the French authorities to believe that he had power to do anything more than to negotiate and conclude the peace, the form and conditions of which could only be prescribed by a general congress of the allied forces. It was to prepare the way for such a congress that he had laid down the principle of compensations, in regard to which principle he complains that the French Government had returned him no answer of any kind. *En passant* he affirms that the English King had, at the beginning of the campaign, given the French Government a striking proof of his disposition to treat with it on a just and equitable basis.]

(9)

The undersigned is charged by the Executive Directory to invite you to point out, without the smallest delay, and expressly, the objects of reciprocal compensation which you propose.

He is moreover charged to demand of you, what are the dispositions to treat, on a just and equitable basis, of which His Majesty, the Emperor and King, gave to the French Government so striking a proof, at the very commencement of the campaign. The Executive Directory is unacquainted with it. It was the Emperor and King who broke the armistice.

(Signed) CH. DELACROIX.

Paris, 22 Brumaire (Nov. 12).

(10)

The undersigned does not hesitate a moment to answer the two questions which you have been instructed by the Executive Directory to put to him.

The memorial presented this morning by the undersigned proposes, in

express terms, on the part of His Majesty the King of Great Britain, to compensate France, by proportionate restitutions for the arrangements to which she will be called upon to assent, in order to satisfy the King's allies, and to preserve the political balance of Europe.

Before the formal acceptation of this principle, or the proposal on the part of the Executive Directory of some other principle, which might equally serve as the basis for a negotiation for a general peace, the undersigned cannot be authorised to designate the objects of reciprocal compensation.

As to the proof of the pacific dispositions given to the French Government by His Majesty, the Emperor and King, at the opening of the campaign, the undersigned contents himself with a reference to the following words contained in the note of Baron D'Engleman on the 4th of June last:—

“The operations of the war will in no wise prevent His Imperial Majesty from being ever ready to concur, agreeably to any form of negotiation which shall be adopted, in concert with the belligerent powers, in the discussion of proper means for putting a stop to the further effusion of blood.”

This note was presented after the armistice was broken.

Paris, Nov. 12, 1796.

MALMESBURY.

(11)

Note.

The Court of London, having been informed of what has passed, does not think it necessary to add anything to the answer made by the undersigned to the two questions which the Directory thought proper to address to him.

That Court waits therefore for an explanation of the sentiments of the Directory with regard to the principle it has proposed as the basis of the negotiations.

The undersigned has, in consequence, received orders to renew its demand of a frank and precise answer on this point, in order that his Court may know with certainty whether the Directory accepts that proposal; or desires to make any change or modification in it; or lastly, whether it would wish to propose any other principle that may promote the same end.

Nov. 26, 1796.

MALMESBURY.

(12)

In answer to the note delivered yesterday the undersigned Minister for Foreign Affairs is instructed by the Directory to observe that the answers made on the 5th and 22nd of last Brumaire contained an acknowledgment of the principle of compensation, and that the undersigned now makes a formal and positive declaration of such acknowledgment.

In consequence, Lord Malmesbury is again invited to give a speedy and categorical answer to the proposal made to him on the 22nd of last Brumaire, which was conceived in these terms: “The undersigned

is instructed by the Executive Directory to invite you to designate without the least delay, and expressly, the objects of reciprocal compensation which you have to propose.

Paris, Nov. 27.

CH. DELACROIX.

(13)

The undersigned Minister Plenipotentiary of His Britannic Majesty, in answer to the note dated this morning, which was sent to him by the Minister for Foreign Affairs, hastens to assure him that he will not delay in communicating it to his Court, from which he must necessarily wait for further orders, before he can explain himself upon the important points which it contains.

Paris, 27th Nov. 1796.

(Signed) MALMESBURY.

[A "Confidential Memorial," dealing with the points upon which the French Minister had asked for information, having been received from England by Lord Malmesbury and forwarded by him to the Directory, the French Foreign Minister replies as follows :—]

(14)

The undersigned Minister for Foreign Affairs is charged by the Executive Directory to answer Lord Malmesbury that the Executive Directory will listen to no proposals contrary to the constitution, to the laws, and to the treaties which bind the Republic.

And as Lord Malmesbury announces at every communication that he is in want of the opinion of his Court, from which it results that he acts a part merely passive in the negotiations, which renders his presence in Paris useless ; the undersigned is further charged to give him notice to depart from Paris in eight-and-forty hours, with all the persons who have accompanied him, and to quit, as expeditiously as possible, the territory of the Republic. The undersigned declares, moreover, in the name of the Executive Directory, that if the British Cabinet is desirous of peace, the Executive Directory is ready to follow the negotiations by the reciprocal channels of couriers.

Paris, 19th Dec.

(Signed) CH. DELACROIX.

(15)

Lord Malmesbury hastens to acknowledge the receipt of the note of the Minister of Foreign Affairs, dated yesterday. He is preparing to quit Paris to-morrow, and demands in consequence the necessary passports for himself and his suite.

He requests the Minister for Foreign Affairs to accept the assurances of his high consideration.

Paris, 20th Dec., 1796.

LONDON UNIVERSITY MATRICULATION
EXAMINATION, PAPER IN ENGLISH, JUNE, 1903.

REVISED REGULATIONS.

[Not more than SIX questions are to be attempted. Candidates are advised to take at least TWO from Section B.]

A.—PUNCTUATION.

1. (i) How would you punctuate the following passages? State clearly by what considerations you are guided in the punctuation of each:

- (a) The influence of the literary class in England during the generation which followed the Reformation was very great. [Also the same transposed: "Very great was the influence of Reformation."]
- (b) Books of quick interest that hurry on for incident are for the eye to glide over only. A newspaper read out is intolerable.
- (c) In time however the judgment of the many was over-ruled by that of the few and before the book was reprinted it was so eagerly sought that it sold for five times the original price. It is still read with pleasure the style is pure and flowing the classical quotations and allusions are numerous and happy and we are now and then charmed by that singularly humane and delicate humour in which Addison excelled all men.

(ii) Mention, and illustrate by examples, the various uses of the *dash* in punctuation.

ERRORS IN EXPRESSION.

2. (i) Rewrite, omitting words that seem superfluous and condensing:

After he had successfully overcome all the various obstacles which, when he was a young man setting out on life's uneven road, had at many different points in his career opposed his onward progress, he pursued unchecked for many successive years a course of uniform prosperity, until at last he reached the ultimate goal towards which from the outset all his steps had been unswervingly directed.

(ii) Express more clearly:

- (a) Some girls at school make friends and remain so all their life.
- (b) The first day at school seems very funny to anyone not used to going there.
- (c) The daily walk is essential for every school-girl, as if not her lessons become very dull.

- (d) We arrive at the school, which, by the way, is situated next door to the Museum.
- (e) Brian the hermit stood by the fire, which had been made bare-footed and in cap and hood.
- (f) Hardly had he said this than the man mentioned appeared.

(iii) Recast the following short account of life in the country, so as to improve the style and arrangement without adding or omitting anything material:

The people who live in the country are always up early and at work, and those who keep farms have plenty of work to do in feeding the poultry and cows, etc., and in getting a good crop of corn and hops. The people in the country bring in their poultry to town on market days and are busy selling them. You can go for beautiful walks and drives in the country. Everything is so pleasant and kept so nice. The wild flowers smell so sweet and the fruit is so nice to eat. The country drives are good. Plenty of people always take a drive in the country. The birds sing so sweet in the woods and the squirrels are nice things to watch playing about. It is very healthful to reside in the country, there is nothing to blow about, no smoke, as there is in a town. The tradesmen have nice drives to take their goods into town, or generally send them by carriers' carts which run nearly every day. The poultry which country people keep is interesting to watch. Country people do a lot of work and are always busy.

IDIOMS FOR DISCUSSION.

3. Discuss the grammar of

- (a) He talks like Brunswick did.
- (b) A reward was offered to whomsoever should restore the watch.
- (c) For not to have been dipped in Lethe's stream
Could save the son of Thetis from to die.
- (d) I'll bring mine action on the proudest he
That stops my way in Padua.
- (e) Every person has a right to defend themselves.
- (f) Who are you talking about?
- (g) Where there are plenty of boys there is plenty of fun.
- (h) What is the good of me learning this?
- (i) The reasons that dissuade us are as follow.
- (k) These growing feathers plucked from Cæsar's wing
Will make him fly an ordinary pitch.

SYNTAX AND ANALYSIS.

4. (i) Comment on the syntax of the word, or phrase, in *italics* in :

- (a) I think *it* right to say.
- (b) It will last for *ever*.
- (c) Let me see *you do* that again.
- (d) I would be *friends* with you.
- (e) They spent *four weeks* at Karlsbad, *which* is one of the most popular *health* resorts in Europe.
- (f) *You*, sir, what *trade* are you?
- (g) The whole thing, *lock, stock and barrel*, isn't worth one big yellow *sea poppy*.

(ii) Analyse :

As waggish boys in games themselves foreswear,
So the boy Love is perjur'd everywhere :
For ere Demetrius look'd on Hermia's eyne,
He hail'd down oaths that he was only mine.

POETIC DICTION.

5. Paying particular attention to the words in *italics*, trace as well as you can the working of the poet's mind in the composition of the following lines: in other words, say what thoughts came to him, and how they were suggested by the flight and song of the Skylark :

Ethereal minstrel! pilgrim of the sky!
Dost thou despise the earth where cares abound?
Or, while the wings *aspire*, are *heart* and *eye*
Both with thy nest upon the dewy ground?
Thy nest which thou canst drop into at will,
Those quivering wings *composed*, that *music* still!
Leave to the nightingale her shady wood;
A *privacy of glorious light* is thine:
Whence thou dost pour upon the world a *flood*
Of *harmony*, with instinct *more divine*;
Type of the wise who soar, but never roam;
True to the *kindred points* of Heaven and Home.

B.

PASSAGES FOR ANNOTATION.

6. Select one (but **ONE** only) of the following passages, and

- (i) State its general purport ;
- (ii) Explain particularly the meaning of each portion printed in italics ;
- (iii) Write notes explaining, with as much fulness as you can, in a period of not more than half-an-hour, all historical allusions in it :

(a) O Walter, I have shelter'd here
Whatever maiden grace
The good old Summers, year by year,
Made ripe in Summer-chace.

Old Summers, when the monk was fat,
 And, issuing shorn and sleek,
 Would twist his girdle tight, and pat
 The girls upon the cheek,

Ere yet, in scorn of Peter's-pence,
 And *number'd bead, and shrift,*
 Bluff Harry broke into the spence,
 And *turn'd the cowls adrift :*

And I have seen some score of those
 Fresh faces, that would thrive
 When his *man-minded off-set* rose
 To chase the deer at five.

(Tennyson : "Talking Oak.")

(b) It is not to be thought of, that *the Flood*
Of British freedom, which, to the open sea
Of the world's praise, from dark antiquity
Hath flowed, "with pomp of waters, unwithstood—"
 Roused though it be full often to a mood
Which spurns the check of salutary bands,
 That this most famous Stream in bogs and sands
 Should perish, and to evil and to good
 Be lost for ever.

(c) Cromwell, our chief of men, *who* . . .

.

. . . *on the neck of crowned Fortune proud*
Hast reared God's trophies, and His work pursued,
 While Darwen stream with blood of Scots imbrued,
 And Dunbar field resounds thy praises loud,
 And *Worcester's laureate wreath,* yet much remains
 To conquer still ; *Peace hath her victories*
No less renowned than War.

- (d) The king that loved him, *as the state stood then,*
Was, force perforce, compelled to banish him :
 And then that Henry Bolingbroke and he,
 Being mounted and both roused in their seats,

.

Then, then, when there was nothing could have stay'd
 My father from the breast of Bolingbroke,
O, when the king did throw his warder down,
His own life hung upon the staff he threw.
Then threw he down himself and all their lives
That, by indictment, and by dint of sword,
Have since miscarried under Bolingbroke.

- (e) Sea-kings' daughters from over the sea,
 Alexandra !
Welcome her, thunders of fort and of fleet !
Welcome her, thundering cheer of the street !

.

. . . welcome her, *welcome the land's desire,*
The sea-kings' daughter, as happy as fair,
Blissful bride of a blissful heir,
 Bride of the heir of the kings of the sea—
O joy to the people and joy to the throne,
Come to us, love us and make us your own !
 For Saxon or Dane or Norman we,
 Teuton or Celt, or whatever we be,
 We are each *all Dane* in our welcome of thee,
 Alexandra !

SUBJECTS FOR AN ESSAY.

7. Write an essay of about 500 words upon ONE of the following subjects :

- (a) The Influence of Rivers upon Human Intercourse.
- (b) Triumphs of Navigation during the Tudor Period.
- (c) The Chief Railways of Continental Europe and Asia.
- (d) The English Carrying-trade : its history and present extension.
- (e) The Conflict of England with Napoleon the First.
- (f) The Influence of Climate and Geographical Position upon a people, as illustrated by the cases of India, England, and Scotland, respectively.

PRÉCIS OR ABSTRACT.

8. Write a PRÉCIS, or an ABSTRACT, of the following correspondence, in such a manner as to give, in a concise form, an

account readily intelligible without reference to the original documents, embracing the essential facts, and those only:

(1)

Leeward Islands.
Acting-Governor Melville to Mr. Chamberlain.
August 10, 1899. Telegram.

Regret to report have received information from Montserrat, stating island completely devastated by hurricane, 7th August; every church and chapel completely destroyed; all buildings destroyed or damaged; 74 deaths reported up to the present time; whole country people homeless. Suggest Mansion House Relief Fund should be started at once.

(2)

Colonial Office to Treasury.

August 11.

SIR,—I am directed by Mr. Secretary Chamberlain to transmit to you, to be laid before the Lords Commissioners of the Treasury, a copy of a telegram which has been received from the Officer Administering the Government of the Leeward Islands, reporting that the Colony under his government has been visited by a hurricane which has caused much loss of life and property.

As their Lordships are aware, under ordinary circumstances Mr. Chamberlain is most desirous of holding to the rule that the expenditure in these Islands should be kept as low as possible, in order to lighten the burden on the Imperial Exchequer, but, in the circumstances disclosed by this telegram, he feels that it is necessary to make an exception, if great suffering and possibly even loss of life are to be avoided. He, therefore, proposes, with their Lordships' concurrence, to authorise the Officer Administering the Government by telegram to expend a sum not exceeding £500 for relief in Montserrat, and, if absolutely necessary, a further sum not exceeding £500 for relief in the other islands visited by the hurricane.

I am to request the favour of a reply at their Lordships' earliest convenience.

Mr. Chamberlain is not yet in a position to decide whether or not the Acting Governor's suggestion, that a Mansion House Fund should be opened, should be conveyed to the Lord Mayor.

I am, etc.,
C. P. LUCAS.

(3)

Treasury to Colonial Office.

August 12.

SIR,—As requested by Mr. Secretary Chamberlain in Mr. Lucas's letter of the 11th instant, the Lords Commissioners of Her Majesty's Treasury concur in the proposal to authorise the Officer Administering the

Government of the Leeward Islands by telegram to expend a sum of £500 for relief in Montserrat, and (if absolutely necessary) a further sum not exceeding £500 for relief in the other islands visited by the recent hurricane.

I am, etc.,
FRANCIS MOWATT.

(4)

Mr. Chamberlain to Acting Governor Melville.
Telegram. August 12.

In answer to your telegram of 10th August, deeply regret to learn distress and loss of life caused by hurricane in Montserrat and other islands. You are authorised to expend sum not exceeding £500 for relief Montserrat, and, if absolutely necessary, equal amounts for relief other islands. Fear it might be of little avail to suggest Mansion House Fund unless necessity most urgent, as to which I await further information.

(5)

Acting-Governor Melville to Mr. Chamberlain.
Telegram. August 14.

Further intelligence received from Montserrat. £10,000 required to feed destitute population. 1,000 want medical assistance.

(6)

Mr. Chamberlain to the Lord Mayor.

August 14.

MY LORD MAYOR,—Your Lordship will have already noticed, through telegrams which have been communicated to the newspapers, that some of the West Indian Islands have been visited by a hurricane, and that among the islands which have suffered are British Colonies in the Leeward Islands group, and especially the island of Montserrat.

A week has passed since the disaster took place, and, though the first telegram received from the Acting-Governor on the 10th instant asked that a Mansion House Relief Fund should be started at once, I deferred communicating with Your Lordship in the hope that later news might indicate that it would not be necessary to repeat the appeal which you made on behalf of the West Indian Colonies in September last. There is no submarine cable to the island of Montserrat, and up to date full particulars have not been received, but such details as have been given point to great loss of life, and to want of food and clothing for several thousands, while in the island of St. Kitts it is stated that 3,000 people are homeless.

Under these circumstances, I do not feel justified in further postponing an appeal to you to invite public subscriptions on behalf of the sufferers in the Leeward Islands, and I would wish to emphasise the fact, that the islands which have suffered this year, as much as, or even more than, those which suffered last year, were already from other causes impoverished and distressed; that their administration has only been

carried on with Imperial aid ; and that poor relief has been a growing charge against falling revenues. Montserrat, in particular, has been year after year subject to visitations of various kinds, and I have already on a previous occasion been forced to enlist the aid of the Mansion House on its behalf.

Should your Lordship see fit to open a fund on the present occasion, I venture to hope that, in view of the pitiful succession of calamities which have befallen our West Indian Colonies, the appeal may meet with a speedy and a liberal response.

I remain, etc.,
J. CHAMBERLAIN.

LONDON UNIVERSITY MATRICULATION EXAMINATION PAPER IN ENGLISH.—(SEPT. 1903.)

[*Not more than SIX questions to be attempted, amongst which the Essay, and either the Précis or the Summary, must be included.*]

ANALYSIS AND SYNTAX.

1. (a) Analyse into clauses, stating the grammatical function and connection of each :—

'Tis a common proof
That lowliness is young ambition's ladder,
Whereto the climber-upward turns his face ;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend.

(b) Give a full classification of Adverbial Clauses, with one example of each class.

SYNTHESIS AND PUNCTUATION.

2. (a) Rewrite as a continuous passage, avoiding repetitions and the use of too many sentences :—

There are passages of Homer or Horace, which to a boy are but rhetorical commonplaces. To him they are neither better nor worse than a hundred others which any clever writer might supply. He gets them by heart. He thinks them very fine. He imitates them in his own flowing versification. He thinks he imitates them successfully. At length they come home to him. They come home to him when long years have passed. They come home to him when he has had experience of life. They pierce him with their sad earnestness. They pierce him with their vivid exactness. They pierce him as if he had never before known them.

(b) Comment on the differences between Masson's and Beeching's punctuation of this passage from *Paradise Lost*, and

show how the sense has been variously understood by these editors:—

These were the prime* in order and in might :
 The rest were long to tell ; though far renowned
 The Ionian gods—of Javan's issue held
 Gods, yet confessed later than Heaven and Earth,
 Their boasted parents ; *Titan*, Heaven's first-born,
 With his enormous brood. . . *Saturn*. . . *Jove*.
MASSON.

These were the prime in order and in might ;
 The rest were long to tell, though far renowned :
 The Ionian gods, of Javan's issue held
 Gods, yet confessed later than Heaven and Earth
 Their boasted parents ; *Titan* Heaven's first-born
 With his enormous brood. . . *Saturn*. . . *Jove*.
BEECHING.

CONSTRUCTIONS, USES, MEANINGS.

3. (a) Mention adjectives which are followed, respectively, by the propositions *of* and *to*, arranging your examples, so far as possible, in classes.

(b) Distinguish between the uses or meanings of: few, a few—with, by—beside, besides—assent, consent—precise, exact—aphorism, proverb—physician, physicist—obsolete, archaic—fresh, new—dissimulation, deceit.

ERRORS AND IDIOMS.

4. (a) Point out and correct any faults of expression in the following:—

- (i) Fleet Street and the Strand with Trafalgar Square was one mass of seats on Coronation Day.
- (ii) I am not one of those who believe everything I hear.
- (iii) Many thanks for your letter, which I have forwarded to Mr. S., and asked him to write direct to you.
- (iv) From the pier you can see all the large merchantmen coming and going from all parts of the world.
- (v) After a long and prosperous reign of sixty-three years, we heard the sad news of the death of Queen Victoria.

(b) Without assuming any incorrectness, discuss the grammar of these idioms, with special reference to the words italicised:—

* Namely, of the Rebel Angels.

- (i) His constancy *as a defender* of the truth was unalterable.
- (ii) *No less a person* than the Archbishop was present.
- (iii) They saw *each other* frequently.
- (iv) We gazed upon that *gem of a building*, the Taj Mahal.
- (v) He had no boy of his own age to play *with*.

PASSAGES FOR PARAPHRASING.

5. Distinguish between the diction of Poetry and Prose, and express as completely as you can in Prose the sense of any *five* of the following:—

- (i) As long as skies are blue and fields are green,
Evening must usher night, night urge the morrow.
- (ii) One touch of nature makes the whole world kin.
- (iii) And on the tossing sea of steel
To and fro the standards reel.
- (iv) The boast of heraldry, the pomp of power.
And all that beauty, all that wealth e'er gave,
Awaits alike the inevitable hour.
- (v) Hope springs eternal in the human breast :
Man never is, but always to be blest.
- (vi) Fame is the spur that the clear spirit doth raise
(That last infirmity of noble mind)
To scorn delights and live laborious days.
- (vii) Day set on Norham's castled steep.
- (viii) Yet the lark's shrill fife may come
At the day-break from the fallow,
And the bittern sound his drum,
Booming from the sedgy shallow.
- (ix) Turn, Fortune, turn thy wheel with smile or frown ;
With that wild wheel we go not up or down ;
Our hoard is little, but our hearts are great.
- (x) The Child is father of the Man ;
And I could wish my days to be
Bound each to each by natural piety.

PRÉCIS.

6. Throw into the form of a Précis, or continuous narrative, the following summary of events; and add a short note, explaining the circumstances in which the Long Parliament met:—

A.D. 1640.—The Long Parliament meets in November. Attack on King's Ministers. Impeachment of Strafford, Arrest of Archbishop Laud.

1641. Feb.—Triennial Bill passed.
March.—Trial of Strafford.
April—May.—The charges against Strafford not amounting to high treason, he is charged under a Bill of Attainder and executed.
Bill providing against adjournment or dissolution of Parliament without its own consent.

1641. June.—Ship money declared illegal. Courts of Star Chamber and High Commission abolished.
Sept.—Oct.—Recess of Parliament.
Nov.—Grand Remonstrance presented to the King. Division between Cavaliers and Roundheads first apparent.

1642. Jan.—Attempted arrest of five members. Commons demand control of militia.
May.—Falkland, Hyde, and a number of peers and members of the Commons secede to the King.
July 12.—Army raised for the "defence of King and Parliament." Essex made Captain-General.
Aug. 22.—Charles raises Royal Standard at Nottingham.

SUMMARY.

7. Write a very concise summary of the following passage arranging the matter in sections under suitable headings; and in a brief note, explain what two series of events are alluded to in the first paragraph. (N.B.—The plays of Shakespeare referred to are "Richard II.," "Henry IV.," "Henry V.," "Richard III.,"; and the novels of Scott are "Waverley," "Rob Roy," "Old Mortality," "A Legend of Montrose," "The Abbot," "Peveril of the Peak," "Redgauntlet," and "Woodstock.")

Scott and Shakespeare are the two poets of English history, standing out by themselves in strong relief, dealing each with a particular series of events starting from the same cause, a disputed succession to the crown, and both equally well adapted for poetic treatment.

Scott's execution of this labour of love is a masterpiece of art, and it is, we think, in these novels that posterity will recognise his greatest work. We do not mean to say that his best novels are to be found among the number, but that, regarded as the presentation of one long drama, complete within itself and capable of being detached from the rest of the series without injury to any part of it, they remain the most brilliant and enduring monument of his genius. Scott made this great story his own, and has stamped upon it the impress of his own mind in characters which

will never fade. The House of Stewart, like one of the old royal houses of ancient Greece, seemed to lie under the curse of some avenging Deity, with which the virtues of individuals, the gallantry and self-devotion of knights and gentlemen, contended in vain. Scott has worked up these elements into one great poem with skill and tact, with breadth of sympathy and warmth of imagination.

In glancing briefly at the general characteristics of these novels, we should prefer to take them in their historical order, beginning with "The Abbot" and ending with "Redgauntlet." The career of Mary strikes the keynote of the whole; and her embarkation on board the vessel which conveys her out of Scotland seems in a manner to foreshadow and to typify the embarkation of Charles Edward and Redgauntlet on board the vessel that was to carry them to France: the beginning and the end of "an auld sang." In the story of "The Abbot" Scott had perhaps a more difficult task to perform than in any of the Stewart series. What he himself thought about the Queen has long been the common property of all his admirers. He refused to write her Life because he did not like to tell what he thought the truth about it. Yet in the pages of "The Abbot" he is at little trouble to conceal it; though the manner of its revelation is one of the most wonderful monuments of Scott's literary skill which he has bequeathed to us.

SUBJECTS FOR AN ESSAY.

8. Write an essay of about 500 words upon *one* of the following subjects:—

- (i) The place of England in the history of European civilisation.
- (ii) The Colonial tour of the Prince and Princess of Wales.
- (iii) The growth of the English Parliament.
- (iv) The Revival of Learning in the Sixteenth Century.
- (v) A railway journey from London to Edinburgh by one of the great lines.
- (vi) A boating-tour on the Severn and the Avon, from Shrewsbury to Stratford.

INDEX.

| | PAGE | | PAGE |
|--|------|--|----------|
| Adjectives and Adverbs (gram- matical errors) ... | 24 | Colloquialisms .. | 17 |
| Allegory ... | 31 | Colon ... | 48 |
| Americanisms ... | 18 | Comma ... | 46 |
| Analysis (of Sentences), hints | | Commas, inverted ... | 48 |
| for ... | 211 | Composition, importance of | |
| — model solutions ... | 213 | sound knowledge of ... | 11 |
| — extracts for ... | 215 | — wrong methods ... | 11 |
| — of an Essay ... | 80 | Crispness of Style .. | 15 |
| — of a Novel ... | 80 | | |
| Anti-climax ... | 32 | Dash ... | 49 |
| Antithesis ... | 31 | Double dash ... | 49 |
| Apostrophe (figure of speech) | 32 | Descriptive Writing ... | 73-4 |
| — (punctuation mark) ... | 50 | Dieresis ... | 50 |
| Archaisms ... | 17 | | |
| Authors, Standard, the read- ing of ... | 73 | Economics, the study of ... | 71-2 |
| Auxiliaries of Style ... | 31 | English, London University | |
| — hints and cautions as | | Special Certificate in ... | 209 |
| to use of ... | 41 | — London University Ma- triculation, Regulations in | 209 |
| | | Emphasis ... | 36 |
| Bad Spelling, how to correct | 43 | Epigram ... | 32 |
| Bathos ... | 32 | Errors, grammatical ... | 20 |
| Biography, the study of ... | 70 | Errors in taste ... | 17 |
| Books, Reference ... | 100 | Essay, analysis of an ... | 80 |
| Book, Quotation ... | 78 | Essays, Model ... | 117 |
| Brackets ... | 49 | — Outline ... | 110 |
| Brevity ... | 14 | — Outline, brief notes for | 110 |
| | | Essay, practical hints for | |
| Capitalisation ... | 50 | writing an ... | 102 |
| Cautions and hints as to use of | | — Titles for practice | 105, 217 |
| Auxiliaries of Style ... | 41 | Essay writer's knowledge, | |
| Cedilla ... | 50 | range of the ... | 70 |
| Clearness (Style) ... | 13 | Essentials of a good style ... | 13 |
| Climax ... | 32 | Euphemism ... | 33 |
| Coherence and Continuity | | Examination Papers (London | |
| (Style) ... | 15 | Matriculation), English ... | 219 |
| | | Exclamation mark ... | 49 |

| | PAGE | | PAGE |
|----------------------------------|------|--------------------------------|----------|
| Exercises—Grammar and Style | 26 | Meaning of words, primary | |
| — Punctuation ... | 51 | and secondary ... | 36 |
| — Paraphrasing ... | 128 | Metaphor ... | 35 |
| — Précis Writing ... | 158 | Methods of acquiring in- | |
| Expressions, foreign and pe- | | formation ... | 70 |
| dantic ... | 18 | Metonymy ... | 35 |
| — hackneyed ... | 18 | Miscellaneous knowledge ... | 72 |
| Faculty of observation, exer- | | Model Essays ... | 117 |
| cise of the ... | 73 | — Solutions (Paraphrasing) | 142 |
| Figures of Speech ... | 31 | — — (Précis Writing) | 157 |
| Foreign and pedantic expres- | | Natural Science, the study of | 71 |
| sions ... | 18 | Notes on Exercises—Para- | |
| Full stop ... | 46 | phrasing ... | 144 |
| Geography, the study of ... | 71 | — Précis Writing ... | 207 |
| Grammatical errors and defects | | Note-taking during Reading | 78 |
| to be avoided ... | 20 | Novel, analysis of a ... | 80 |
| Hackneyed expressions ... | 18 | Observation, faculty of, exer- | |
| Hints, practical for writing an | | cise of the ... | 73 |
| essay ... | 103 | Onomatopœia ... | 34 |
| Hints for Paraphrasing ... | 126 | Orthography ... | 43 |
| — Précis Writing ... | 147 | Outline essays ... | 110 |
| History, the study of ... | 70 | Parallel ... | 34 |
| How to read ... | 77 | Paraphrasing ... | 126, 210 |
| Hyperbole ... | 33 | Personification ... | 34 |
| Hyphen ... | 50 | Poem, notes on a, plan for ... | 81 |
| Idioms ... | 39 | Poetry, reading of—the use of | 77 |
| — exercise on ... | 40 | Précis Writing ... | 147, 210 |
| Information, methods of ac- | | Precision of Style ... | 14 |
| quiring ... | 70 | Prepositions (grammatical | |
| Interrogation (figure of speech) | 33 | errors) ... | 25 |
| — note of ... | 49 | Primary meaning of words ... | 36 |
| Inverted commas ... | 48 | Pronoun, the (grammatical | |
| Irony ... | 33 | errors) ... | 23 |
| Knowledge, essay writer's, | | Punctuate, how and when to | 45 |
| range of the ... | 70 | Punctuation, general rules for | 45 |
| — Miscellaneous ... | 72 | — exercises ... | 51 |
| Litotes ... | 33 | Quotation Book ... | 78 |
| Manner and Matter ... | 12 | Range of the essay writer's | |
| Matriculation, London Uni- | | knowledge ... | 70 |
| versity, regulations in English | 209 | Read, how to ... | 77 |
| — hints for preparation | | Reading, note-taking during | 78 |
| (English) ... | 210 | — necessity for discrimina- | |
| | | tion in ... | 76 |
| | | — of Poetry, the use of it | 77 |
| | | — suggested course of ... | 82 |

| | PAGE | | PAGE |
|--------------------------------|------|--------------------------------|----------|
| Redundancy | 19 | Spelling Reformed, remarks | |
| Reference Books | 100 | upon | 44 |
| Reformed Spelling, remarks | | Standard Authors, the reading | |
| upon | 44 | of | 73 |
| Repetition | 37 | Style | 13 |
| Rhythm | 16 | — essentials of a good ... | 13 |
| | | — crispness of | 15 |
| Salient facts of English His- | | Suspense, principle of ... | 37 |
| tory and Geography (Lon- | | Synonyms | 37 |
| don Matriculation Sylla- | | — False | 38 |
| bus), how to study ... | 216 | | |
| Science, Natural, study of ... | 71 | Taste, errors in | 17 |
| Secondary meaning of words | 36 | Tautology | 19 |
| Semicolon | 48 | Titles, essay, for practice | 105, 217 |
| Simile | 34 | Thinking faculty, the ... | 75 |
| Simplicity of Style | 14 | | |
| Slang | 17 | Verb, the (grammatical errors) | 21 |
| Speech, figures of | 31 | | |
| Spelling, bad, how to correct | 43 | Words, primary and secondary | |
| — Modern English, a chaos | 43 | meaning of | 36 |

FINIS.

We conclude in the words of the author of the Book of Maccabees:
*“And if I have done well, and as is fitting the story, it is that which I
desired; but if slenderly and meanly, it is that which I could attain unto.”*

JARROLD & SONS'

Educational Works.

PREPARED TO MEET THE REQUIREMENTS OF
THE LATEST EDUCATIONAL CODE.

The King's English, AND HOW TO WRITE IT. For the use of students and others. A comprehensive Text Book of Essay Writing, Précis Writing and Paraphrasing, with hints for a practical course of reading. By JOHN BYGOTT (Double Medallist and First Prizeman of the Society of Arts, in English, 1902, in Précis Writing, 1903, Master at Pitman's Metropolitan School, London) and A. J. LAWFORD JONES (of H.M. Civil Service, Double Medallist and First Prizeman, Society of Arts, in Précis Writing, 1900, in English, 1903, Senior Evening Tutor at Skerry's Civil Service and University College, Editor of the Student's Column in the "Union Observer," and author of several text books).

The Work is based upon the comparative method, encourages the student to undertake a carefully selected course in standard literature. Illustrative quotations are given.

The book covers the syllabus of the London Matriculation, the Society of Arts, and the generality of Pupil Teachers', Civil Service, and similar Examinations demanding a knowledge of English Composition. 1s. 6d. nett.

Notes of Lessons on English Grammar. For the Use of Teachers in Elementary Schools. By J. E. SINGLETON, F.R.G.S., F.S.Sc., etc. 2s. 6d.

"Young England" English. GRAMMAR AND RECITATION. (5 Books.) Standards I., II., and III. Thirty-two pages, 1½d., or in cloth, stiff boards, 3d. Standards IV., V., VI., and VII. Forty-eight pages, 2d., or in cloth, stiff boards, 4d.

How to Write. A Series of Graduated Exercises in Composition, arranged in Copy Book form. Eight Numbers, 3d. each. Keys, 6d. each. Intended for use in all the Standards, the Series leading up from the formation of the simplest sentences to stories, letters and essays.

JARROLD AND SONS'

WORKS by the REV. DR. BREWER,

Trinity Hall, Cambridge.

NEW AND REVISED EDITIONS.

- Guide to English History.** 64th Edition. 440th Thousand. 3s.
History of France to the Present Time. 9th Edition. 5s.
Smaller History of France. In Question and Answer. 6th Edition.
2s. 6d.
History of Germany: Political, Social and Literary. From the
Commencement to the Present Day. 5s.
Smaller History of Germany: Political, Social and Literary.
Brought down to the Present Day. 2s. 6d.
Guide to Roman History. 22nd Edition. 3s. 6d.
Guide to Grecian History. 12th Edition. 3s. 6d.
Guide to Scripture History (Old Testament). 23rd Edition.
3s. 6d.
Guide to Scripture History (New Testament). 11th Edition.
3s. 6d.
Theology in Science, or the Wisdom of God Revealed by Scientific
Discoveries. 7th Edition. Numerous Plates. 3s. 6d.
Guide to Science. 46th Edition. 318th Thousand. 3s. 6d.
Appendix to "Guide to Science." (With Answers to the Miscellaneous
Questions.) 3rd Edition. 1s.
Guide to Christian Evidences. 3s.
Pathway through Bible and Gospel History. 5th Edition.
9d. Cloth, 1s.
Guide to Book-Keeping. (Single Entry). 13th Edition. 2s.
(Key 2s.)
Guide to Book-Keeping. (Double Entry). With Civil Service
Examination Questions answered. 6th Edition. 2s. (Key 2s.)
Sets of Books Ruled and Prepared for each System. 5s.
Sound and its Phenomena. 3s.
Rules for English Spelling. 1s. 6d.
Arithmetical Tables. Thoroughly revised to present time. 20th
Edition. 6d. Cloth, 1s.

AIDS TO TEACHERS.

- School Method.** Notes and Hints from Lectures Delivered at the
Borough Road Training College, London. By the late F. J. GLADMAN,
B.A., B.Sc. (Lond.). With Revisions and Additions by J. W. Jarvis,
St. Mark's Training College, Chelsea. 115th Thousand. Crown 8vo,
cloth, 2s. 6d.

EDUCATIONAL PUBLICATIONS.

AIDS TO TEACHERS—Continued.

School Work. By the late F. J. GLADMAN, Author of "School Method." In two volumes, 4s. each ; or in one volume, complete, 7s. 6d. I. Control and Teaching. II. Organization and Principles of Education. Adopted by the School Board for London. Each Volume is complete in itself, and can be had separately. New Edition revised by J. W. Jarvis, Normal Master, St. Mark's College, Chelsea.

Practical Helps for Infants' Teachers. 139 Pages. 94 Illustrations. 3s.

Notes of Lessons. FIRST SERIES. For Infant Classes and Lower Standards. 2s. 6d. Second Edition. SECOND SERIES. For the Upper Standards. 3s. 6d. The Two Series in one volume. 5s. 6d.

Notes of Lessons on English Grammar. For the use of Teachers in Elementary Schools. Cloth, 2s. 6d.

The Handy Book of Object Lessons. By J. WALKER. From a Teacher's Note Book. FIRST SERIES, cloth, 2s. 6d., 11th Edition. SECOND SERIES, cloth, 2s. 6d., 6th Edition. The Two Series in one volume, 4s. 6d.; ditto, Interleaved with Ruled Paper, 6s. 6d. Each Series contains about 70 Lessons. The classification will facilitate reference, and enable the Teacher to vary his subjects. Each Lesson is divided into two columns, viz., MATTER and METHOD, the former containing the information to be imparted, whilst the latter is intended, not to be dogmatically adhered to, but to serve as a specimen of the various expedients to which Teachers may resort.

Jarrolds' Woodwork Demonstration Sheets. By J. W. WATSON, Woodwork Instructor, Higher Grade and Technical School, St. George's, Bristol. Printed in Black and Tint, and Mounted on Cloth and Rollers, and Varnished, 3s. 6d. per Sheet, or 48s. the Set. The Series is now complete, and consists of 16 Sheets, each 30 in. by 22 in., and comprises the following Joints:—1. Halving (simple); 2. Halving (lapped); 3. Halving (half-dovetail); 4. Halving (dovetail); 5. Halving (stopped dovetail); 6. Bridle Joint; 7. Angle Bridle Joint; 8. Angle Bridle Joint (mitred); 9. Bridle and Tenon Joint; 10. Mortice and Tenon Joint; 11. Mortice and Tenon Joint (double); 12. Mortice and Tenon Joint (haunched); 13. Dovetail (simple); 14. Dovetail (stopped); 15. Dovetail (mitred); 16. Edge Dovetail. Each Sheet gives a fully-dimensioned isometric drawing of block of wood, accurately set out with thin construction lines, and, where practicable, a face or edge view. Scale one-and-a-half full size.

ALGEBRA.

A Handbook of Algebra. For Pupil Teachers and Scholarship Candidates. By HERBERT WILLS, LL.D., cloth, 3s. 6d.

ARITHMETIC.

Book-keeping Shewn at a Glance. A Handy Synopsis of the Principles of Book-keeping and Posting by Double Entry. By C. W. P. MARTINNANT, B.A., Teacher of Civil Service and Commercial Classes. 1s.

Empire Arithmetic. By C. TAYLOR and D. MARWOOD. In 6 Books, price 2d. each. Answers to each Book, 3d. each.

Teaching of and Testing in Mental Arithmetic. Crown 8vo, 2s. 6d.

JARROLD AND SONS'

ARITHMETIC—Continued.

Addition, Swift and Accurate. A Systematic Guide to "Long Tots." By J. H. YOXALL, M.P., and E. SNELGROVE. 6d.

Plane Mensuration, First Principles of. By J. EARP. 3d. Key, 4d.

Mental Arithmetic (Wollman's Handy Book of). 12mo, cloth, 1s.

Young England Arithmetic. Standards I. to VII. New Series, 1d. each. Complete Answers, 8d.

The Day=by=Day Arithmetic. By T. B. ELLERY, F.R.G.S., President (1895-6) of the National Union of Teachers.

This book has been prepared to meet exactly the requirements of the latest Educational Code. Part I., 1½d.; cloth, 2½d. Parts II., III., IV., V., 2d.; cloth, 3d. Parts VI. and VII., 3d.; cloth, 4d. Answers to each Part, 3d.

The Day=by=Day Arithmetical Test Cards. By T. B. ELLERY, F.R.G.S. Standards III., IV., V., VI., VII. In each packet there are 36 Cards, on each of which are 4 Tests of 4 sums each, that is, a total of 576 sums, and in the whole series, a grand total of 2,880. The answers are guaranteed correct. Price 1s. per Packet of 36 Cards with 2 copies of Answers.

The Empire Arithmetic. Scheme B. By J. W. JARVIS, St. Mark's College, Chelsea. Standards I., II., III., IV., V., 2d. each; cloth, 3d. each. Standards VI. and VII., 3d. each; cloth, 4d. each. Keys, Standards I. and II., 1s. each. Standards III., IV., V., VI., VII., 6d. each.

The Empire Periodical Tests in Arithmetic. The Series consists of seven books, each book containing 1,152 complete Examination Papers for use during the year. With Answers, 2s. per Standard.

JARROLD'S' ARITHMETIC AIDS.

Pictorial Cube Arithmetic Sheets. Size, 22 in. by 34 in. This system, the publishers believe, supplies a long-felt want not only in Infant Schools, but also in Standard I. of some Adult Schools.

The system has been thoroughly tested, and can be confidently recommended to the Teaching Profession. Sets A and B, 7s. 6d. each net. Set A, in Book form, 9d.

Tablet Arithmetic Sheets. Size, 30 in. by 40 in. (Patented.) This Series is a re-arrangement of the Pictorial Cube Arithmetic Sheets, carried out in exact accordance with the advice of one of H.M. Chief Inspectors. In connection with this series, boxes of Cardboard Tablets are issued, thus forming a most useful, interesting and instructive occupation. Set A, 1-10, now ready, price 7s. 6d. net. Set B, 10-18, 7s. 6d. net.

Box of Cardboard Pictorial Cube Tablets. For use of Pupils with the above sheets, with figures on one side and plain squares on the reverse. Price 4d. net.

Box of Coloured Wood Blocks, representing numbers 1 to 10. For Teachers' use. (Patented.) Size of Cube edge, 1½ in. Small box, 12s. 6d. net. Large box, 15s. net.

Box of Cardboard Coloured Tablets. For use of Pupils, with above coloured blocks, having plain squares on each side. These are issued at the special request of one of H. M. Chief Inspectors. Price 4d. net.

EDUCATIONAL PUBLICATIONS.

JARROLD'S ARITHMETIC AIDS—Continued.

Tablet Arithmetic. Empire Series. Standard I. now ready, others in preparation. Paper Covers, 2d. net; cloth, 3d. net.

ATLASES.

Larger Readable Atlas. Twenty-four beautifully-coloured Maps. Names of Places and Outlines of Countries most distinctly printed. 4to, paper covers, 6d.

BOTANY.

Object Lessons in Botany; from Forest, Field, Wayside and Garden. By EDWARD SNELGROVE, B.A. Book I. (Standards I. and II.), 33 Lessons, 40 Illustrations, 2s. 6d. Book II. (Standards III.—V.), 100 Lessons, 153 Illustrations, 3s. 6d. Book III. (Standards VI. and VII.). 50 Lessons, 140 Illustrations, 3s. 6d.

COPY BOOKS.

The Boys' and Girls' Own Copy Books. Standards I. to VII. Oblong F'cap. 4to. 1d.

The "Young England" Copy Books. New Series. Standards I. to VII. Adopted by the School Board for London. 2d.

Civil Service Copy Books. 4d. each.

DRAWING AND GEOMETRY.

Flowers and Berries. Adapted for Brush Work, Design and Freehand Drawing. By GERTRUDE E. OFFORD, Silver Medallist, S.K. A Set of Twelve Studies in Illustrated Portfolio. 2s. 6d. net.

Drawing for the Standards. "Young England" Series. In Packets, for all the Standards. Twenty-four Cards in each Packet, 1s. Packet I. is for Slate Practice.

Jarrolds' Freehand Drawing Lessons for the Blackboard. A Set of 24 Graduated Examples. By JOHN CARROLL, Drawing Master, Hammersmith Training College. In strong portfolio, 6s.; on stout paper, in wrapper, 2s.; on gilt moulding, for suspending, 2s. 6d.

Jarrolds' Drawing Books for the Standards. In 10 Books, for all the Standards. Twenty-four Copies in each Book. Price 2d.; in cloth, 3d. Book I. is for Slate Practice. By JOHN CARROLL.

Jarrolds' Drawing Cards for the Standards. In 10 Packets, for all Standards. Twenty-four Cards in each Packet, 1s. Packet I. is for Slate Practice.

Carrolls' Drawing Sheets for Infant Classes. Twenty-four in the Set on Roller, printed in red and black. 5s.

Jarrolds' Progressive Practical Geometry. First Grade. By the Author of "Sketch-Map Copy Books and Geography." In 3 Books, 4to, 3d.; or, on Superior Paper, 6d.

Jarrold's Progressive Practical Geometry. Second Grade. By T. P. TREGLOHAN, Science and Art Schools, Keyham, Devonport. Book A, 4d. Book 1a, 4d.

EXAMINATION PAPERS for Elementary Schools.

Each Number (excepting Nos. 1a and 12a) in Packets of 50,
1s. 6d.

- No. 1. Ruled Single Lines for Dictation and Close Lines for Arithmetic.
- No. 1a. Ruled Single Lines for Dictation in Double Sheets (25 papers in packet).
- No. 2. Ruled Single Lines for Dictation and Squares for Arithmetic.
- No. 3. Ruled Wide Double Small for Dictation and Squares for Arithmetic.
- No. 4. Ruled Narrow Double Small for Dictation and Squares for Arithmetic.
- No. 5. Ruled Single Lines for Dictation, and Close Lines for Arithmetic, divided by Red Lines into equal divisions for 4 sums.
- No. 6. Ruled Wide Double Small for Dictation, and Close Lines for Arithmetic, divided by Red Lines into equal divisions for 4 sums.
- No. 7. Ruled Wide Double Small for Dictation and Close Lines for Arithmetic.
- No. 8. Ruled Narrow Double Small for Dictation and Close Lines for Arithmetic.
- No. 9. Ruled Ordinary Single Lines for Dictation and Close Lines for Arithmetic.
- No. 10. Ruled Extra Wide Double Small for Dictation and Squares for Arithmetic.
- No. 11. Ruled Double Small for Dictation and Squares for Arithmetic.
- No. 12. Ruled Single Lines for Dictation and Close Lines for Arithmetic, with two margins.
- No. 12a. Ruled Single Lines for Dictation in Double Sheets (25 papers in packet).

GEOGRAPHY.

The Pupil Teacher's Geography. By J. H. YOXALL, M.P.
3s. 6d.

Allison, M. A. First Lessons in Geography. 9d. ; cloth, 1s.

Cowham's Geographies (Empire Series). Book I. for Standard II., 2d., cloth 3d. Book II. for Standard III., England and Wales, 2d., cloth 3d. Book III. for Standard IV., Scotland, Ireland, India, and Colonies, 3d., cloth 4d. Book IV. for Standard V., Europe—Physical and Political, cloth 6d. Book V. for Standard VI., Asia, Africa and America, cloth 6d.

Jarrolds' Sketch-Map Copy Book and Geography. 3d. each. Large Paper Edition, 6d. each. Book I. England and Wales. Book II. Scotland, Ireland and the Colonies. Book III. Europe—Physical and Political. Book IV. Asia, Africa and America.

The Young England Geography. New Series for the New Code. Standards I. and II. (in one book), III., IV., each 1d. ; Standards V., VI., and VII., each 2d.

Outlines of Geography. By J. H. COWHAM. Complete. 6d.

EDUCATIONAL PUBLICATIONS.

HISTORY.

Summary of English History ("Young England" Series). For Scholars taking English History as a class subject; also for Pupil Teachers, &c. Cloth, 6d.

Compendium of Universal History. 18mo, cloth, 3s. 6d.

A Reading Book of English History and Biography. By the REV. W. LEGGE. With Questions, 2s. 6d. Without Questions, 1s. 6d.

The Child's Pathway Through the History of England. To the Present Reign. With Heads of Sovereigns. Sewed, 6d.

HOME LESSON BOOKS.

Jarrolds' Empire Home Lesson Books. By S. B. TAIT, Editor of the "Empire Readers," etc. In Standards—I., 4d.; II., 4d.; III., 6d.; IV., 6d.; V., 6d.; VI., 6d.; VII., 6d. The Answers to the Arithmetic of the Series (in one Book), 6d.

MATHEMATICS.

Mathematics Made Easy. A Course of Simple Continuation-School Lectures on Geometry and Algebra. By the REV. J. J. RAVEN, D.D., F.S.A. Cloth Boards, 2s.

Graduated Test Papers in Mathematics. Compiled especially for Science and Art Department Syllabus. Stage I. With Answers, 9d.

NATURAL HISTORY.

Jarrolds' Coloured Illustrations of the Animal Kingdom.

The best set of Animal Pictures for Oral Lessons. Scientifically arranged according to Class, Order, Sub-Order, etc. Twelve Sheets, each 36 in. by 29 in. All the Sheets are ready for sale, and may be had eyeletted at 1s. 6d. each; or, 16s. 6d. the set of 12. Mounted on Cloth, Roller, and varnished at 3s. 6d. each; or, 36s. the set of 12. No. 1, The Races of Mankind, 38 illustrations; No. 2, Four-handed Mammals, 24 illustrations; No. 3, Wing-handed Mammals and Insect-eating Mammals, 19 illustrations; No. 4, Flesh-eating Mammals, 9 illustrations; No. 5, Flesh-eating Mammals, 25 illustrations; No. 6, Flesh-eating Mammals, 15 illustrations; No. 7, Imperfectly Toothed Mammals and Gnawing Mammals, 24 illustrations; No. 8, Two-toed Mammals, 20 illustrations; No. 9, Two-toed Mammals, 11 illustrations; No. 10, Thick-skinned Mammals, 13 illustrations; No. 11, Two-limbed Mammals, 9 illustrations; No. 12, Pouch-bearing Mammals, etc., 16 illustrations.

Object Lessons in Natural History, With an Appendix on the Correlation of Studies with Object Lessons. By EDWARD SNELGROVE, B.A. Cloth, with many illustrations suitable for reproduction on the Black-board, 3s. 6d.

JARROLD AND SONS'

OCCUPATIONS & KINDERGARTEN.

Jarrolds' Suitable Occupation Books. To Instruct, Interest and Amuse. 3d. each. Each Book contains 32 pages, Imperial 16mo, and, in addition, full-coloured pattern sheets.

Jarrolds' Designs for Colouring. Set A. Flowers and Fruits. Per Packet of 48 Sheets, Printed on Good Drawing Paper, 9d.

Jarrolds' Designs for Colouring. Set B. Per Packet of 48 Sheets, Printed on Good Drawing Paper, 9d.

Jarrolds' K.G. Designs. Specially designed for School and Home Use. Per Packet of 12 Cards, 2s.

Jarrolds' K.G. Designer's Aid. Each Book contains 18 Original Designs, and 32 pages of Good Drawing Paper, printed in squares, corresponding in number to Jarrolds' K.G. Designs. 2d.

Jarrolds' Suitable Occupation Demonstration Sheets. No. 1, 5s. These are enlarged copies of the designs given in No. 1 of the Suitable Occupation Books. There are 16 sheets, each 30 in. by 22 in. No. 2, 6d. One Sheet, 30 in. by 22 in., ruled in squares corresponding to No. 2 of the Suitable Occupation Books. The Designs are intended to be permanently coloured and used as class copies.

Occupations and Occupation Games. Crown 8vo, 3s. Contains Sand Modelling, Bead Work, Wafer Laying, Ring Laying, Thread Laying, Embroidering, Colouring, Floral Decorations, Tablet Laying, Solid Form Making, Cottage Art, Wire Work, Cork Work, Rustic Art, Carving, Games, Stories, Recitations, etc.

Appropriate and Varied Occupations. ADOPTED BY THE LONDON SCHOOL BOARD. Crown 8vo, 3s. 114 Lessons, 146 Pages, 215 Illustrations. A complete and compendious system of Appropriate and Varied Occupations, with simple instructions for carrying them out.

READING BOOKS, LESSON SHEETS, Etc.

The Heroic Readers. With Coloured Frontispieces. New Style. Fresh matter. Clear type. Profusely Illustrated. Adopted by the London and other School Boards, by the Army and Navy Schools and Voluntary Schools of all Denominations.

True stories more fascinating than fairy tales. Children read them over and over again.

For Boys and Girls:—Book I., 8d.; Book II., 10d.; Book III., 1s. 2d.; Book IV., 1s. 4d.; Book V., 1s. 6d.; Book VI., 1s. 6d.

"Empire" Readers. An entirely New Series, meeting most of the Suggestions of H.M. Inspectors, as presented in their recent reports. By S. B. TAIT, Author of "Home Lesson Books." THE PRIMER:—Part I., 24 Illustrations, 2d.; cloth, 3d. Part II., 17 Illustrations, 2d.; cloth, 3d. Complete in cloth, strongly bound, 64 pages, 45 Lessons, 41 Illustrations, 4d. Book I. Edition A., *Large Type*, cloth, 128 pages, 41 Lessons, 23 Illustrations, 8d. Also Book I. For Standard I., Edition B, *Smaller Type*, cloth, 96 pages, 49 Lessons, 23 Illustrations, 6d. Book II., Cloth, 128 pages, 60 Lessons, 27 Illustrations, 8d. Book III., Cloth, 160 pages, 62 Lessons, 18 Illustrations, 10d. Book IV., Cloth, 192 pages, 71 Lessons, 25 Illustrations, 1s. Book V., Cloth, 224 pages, 64 Lessons, 27 Illustrations, 1s. 3d. Book VI. *For 6th and 7th Standards*, cloth, 288 pages, 72 Lessons, 30 Illustrations, 1s. 6d.

EDUCATIONAL PUBLICATIONS.

READING BOOKS, LESSON SHEETS, Etc.—Continued.

Jarrolds' "Girls' Own" Readers. A New Set of Reading Books specially adapted for Girls' Schools. Book I. for Standard I., 8d. Book II. for Standard II., 9d. Book III. for Standard III., 1s. Book IV. for Standard IV., 1s. 2d. Book V. for Standard V., 1s. 4d. Book VI. for Standard VI., 1s.

"Empire" Series of Historical Readers. Stories from English History. By M. J. WILKIN. Illustrated and adapted for Standard III. 29 Illustrations, strongly bound, 1s.

ENGLISH HISTORY.—Book I., from the Earliest Period to the Accession of Henry VII. 156 pages, 30 Illustrations, strongly bound, 1s. Book II., from the Accession of Henry VII. to the Revolution. 150 pages, 21 Illustrations, strongly bound, 1s. Book III., from William III. to the Present Time. 261 pages, 34 Illustrations, strongly bound, 1s. 6d.

Short Selected Readings and Dictation Tests. By J. C. WRIGHT. 9d.

"Learning to Read." Part I., 32 pages, Illustrated, 2d.; Part II., 32 pages, Illustrated, 2d.; The Adult's First Book, 2d.; Third Grade, 112 pages, Illustrated, 8d.

Church Catechism Reading Sheets. Large Type. Size 20 in. by 30 in. On Roll, 3s. 6d.

Jarrolds' Supplemental Readers. For the Higher Standards.

DOMESTIC ECONOMY.—Book I. The Body. By MRS. WIGLEY. 1s. 6d.

DOMESTIC ECONOMY.—Book II. The Home. By MRS. WIGLEY. 1s. 6d.

OUR HOME WORK.—By MRS. WIGLEY. The two Books above-mentioned in One Volume. 3s. 6d.

THE MERRYWEATHERS.—Presenting various Aspects of the Temperance Question. By MRS. WIGLEY. 1s. 6d. Prize Edition, 2s.

BLACK BEAUTY: THE AUTOBIOGRAPHY OF A HORSE. Designed to Promote Kindness to Animals. By MISS SEWELL. 1s. 6d. Prize Edition, 2s.

Jarrolds' Alphabet Cards. Printed in Red and Black. Well-Mounted on Strong Boards; Eyeletted and Taped, and Varnished. No. 1, Roman. No. 2, Script. 6d.

Jarrolds' Coloured Alphabet and Object Pictures. Ten in the Series. The Set of 10 Sheets on one Roller, 3s. 6d.; Mounted on 10 Boards, 12s.; on 10 Rollers, Canvas, Mounted and Varnished, 15s. In these Sheets every letter in the Alphabet is in turn introduced, associated with the picture of an object interesting to children, the name of which is given in four styles of letter.

Jarrolds' Pictures of Animals. Twenty Coloured Pictures, with Explanatory Letterpress. On Gilt Moulding, 5s.; or Mounted on Boards, 12s.; ditto, Varnished, 21s.

The "Empire" Reading Sheets. For Infant Schools. Size, 24 in. by 19 in. Series I.—18 Sheets in Wrapper, and on Rollers for suspending, 3s. 6d. Series II.—17 Sheets in Wrapper, and on Rollers for Suspending, 3s. 6d. Mounted on 18 thick millboards, 25s. each series; or on 9 millboards (back and front), 14s. each series. These Reading Sheets correspond with Parts I. and II. of the Empire Primer.

JARROLD AND SONS'

READING BOOKS, LESSON SHEETS, Etc.—Continued.

The Temperance Science Reading Book. By JOHN TOPHAM. Late Scientific Lecturer to the United Kingdom Band of Hope Union. The best Temperance Reader published. Adopted by special order of the Commander-in-Chief for the Army Schools. Adopted also by Lord Kitchener for the Army Schools in India. 245 pages. Many Illustrations. Strongly bound, 1s. 6d.

RECITATIONS.

Taylor's Recitations. For Teachers and Scholars in Public Elementary Schools. By C. TAYLOR. In 6 Parts, 2d. each; cloth, 3d. each.

Wordsworth for the Young. A Selection from Wordsworth's Poems, with Notes by J. C. WRIGHT. 1s. 6d.

SCHOOL REGISTERS, Etc.

Jarrolds' "Empire" Registers for Public Elementary Schools.

The Series comprises:—EMPIRE ATTENDANCE REGISTER. No. 1. For Mixed and Infant Schools, 1s. 4d. No. 2. For Boys' or Girls' Schools, 1s. 4d. No. 3. For Mixed and Infant Board Schools, 1s. 4d. No. 4. For Boys' or Girls' Board Schools, 1s. 4d.

EMPIRE SUMMARY. No. 1. For Mixed and Infant Schools. Ditto for 5 Years, strongly bound in cloth boards, leather back, 7s. 6d. No. 2. For Boys' or Girls' Schools. Ditto, for 5 Years, strongly bound in cloth boards, leather back, 7s. 6d.

EMPIRE HALF-TIME REGISTER. Equally suitable for Board or Elementary Schools, 1s. 4d.

EMPIRE ADMISSION REGISTER. For 1,200 names, 3s. 6d.; for 2,400 names, 6s. 6d.; 4,800 names, 10s. Printed on very superior paper, and strongly bound in boards.

Jarrolds' Head Teacher's Record and Mark Book, for Boys' Girls', Mixed and Infants' Schools. By J. W. JARVIS, Normal Master, St. Mark's College, Chelsea. Royal 4to, boards, cloth back, 1s. 6d.

The Record Book. F'cap. 4to, boards, 1s. 6d., contains spaces for a Syllabus of Instruction for the Year and portions of the Year, as fixed by the Head Teacher, the Time Table, Oral Lessons, and Brief Summaries of the same, Daily Remarks, Notes and Cuttings, Periodical Reports, Special Circumstances, etc., etc.

The Progress or Mark Book. F'cap. 4to, boards, 1s., for keeping records of the individual conduct, application and advance of the Scholars. Prepared by an experienced Headmaster, and approved by H. M. Inspector of Schools.

Punishment Book. Arranged to meet the requirements of the Revised Instructions. (Appendix II., Sec. 32.) Cloth 1s.

Jarrolds' Scholar's Work Book. A Companion to all Record and Mark Books, containing Ruled Papers for Periodical Examinations, and a Table for Recording the Marks gained during the year. 2d. each. The following rulings are kept in stock:—No. 1, Extra wide double small with squares for Arithmetic; No. 2, Double small with close lines for Arithmetic; No. 3, Single lines with close lines for Arithmetic; No. 4, Double small with squares for Arithmetic.

EDUCATIONAL PUBLICATIONS.

SCIENCE.

Mann's Knowledge of the Heavens. Cloth, 2s. 6d.

Mann's Astronomical Science. A masterly exposition. Cloth, 3s. 6d.

Middleton's Celestial Atlas. Cloth, coloured plates, 9s. 6d.; half-bound, 15s.

Middleton's Companion to Atlas. 12 mo., cloth, 3s. 6d.

Vegetable and Animal Life. A Handbook of Physiological Science. By ROBERT JAMES MANN, M.D., F.R.A.S., etc. The fullest exposition for Students in this Science. 4th Edition, cloth, 3s. 6d.

SCRIPTURE.

Bible Pictures and Bible Words. OLD TESTAMENT. On Roller. Twenty-four simple narratives for the Family and School, in the Words of Scripture, 12½ in. by 20 in., 2s. 6d. An edition of the above, beautifully coloured, 5s.; or mounted on 24 boards and varnished, 24s.

Bible Pictures and Bible Words. NEW TESTAMENT. On Roller. Twenty-four simple narratives for the Family and School, in the Words of Scripture. 12½ in. by 20 in., 2s. 6d. An edition of the above, beautifully coloured, 5s.; or mounted on 24 boards and varnished, 24s.

SHORTHAND.

Swiftograph Instructor. The simplest system of Shorthand Writing in the world. Adopted by over 500 Leading Schools and Colleges. 10th Edition, 2s.

The Swiftograph Companion. Contains copious exercises and simple rules for verbatim reporting. 2s.

The Swiftograph Reader. This work contains a set of graduated exercises, with a few simple rules. 1s.

SINGING.

"Empire" Original School Songs. Arranged in Tonic Sol-fa, as well as in the Old Notation. Cloth, 1s.; or, in 3 separate parts, 3d. each.

School Two-Part Songs. 30 Specially Composed and Arranged Two-Part Songs in Staff and Tonic Sol-fa Notations. Words by VERE MINGARD. Set to Music by FREDERICK W. FARRINGTON. 1s.

SPELLING, WORD-BUILDING, Etc.

The Progressive Spelling Manuals. By THOMAS MATHISON, Author of "Quarterly Progressive Test Cards in Arithmetic." Standards I. to VI., 2d. each.

The Interesting Word-Builder and Spelling-Book. Part 1, for Standards I. and II., 2d.; cloth, 3d. Part 2, for Standard III., 2d.; cloth, 3d. Part 3, for Standard IV., 3d.; cloth, 4d. Complete Edition, limp, 9d.; boards, 1s.

100 Short Selected Readings and Dictation Tests. For the Upper Standards. By J. C. WRIGHT. 9d.

Jarrolds' Spelling Sheets. Thirty Large Sheets on Roller, 24 in. by 19 in. 5s.

JARROLD AND SONS'

THE HANDY BOOK
OF
OBJECT LESSONS.

FROM A TEACHER'S NOTE BOOK.

BY J. WALKER.

FIRST SERIES.

Cloth, Price 2/6.

PART I.—THE ANIMAL KINGDOM.

Elephant—Lion—Tiger—Bear—Wolf—Beaver—Llama—Reindeer—Camel—Fox—Horse—Chameleon—Crocodile—Ostrich—Cuckoo—Woodpecker—Birds—Whale—Cod—Anchovy—Rattlesnake—Spiders—Snail—Silkworm—Hive-Bees.

PART II.—THE VEGETABLE KINGDOM.

Potato—Mahogany Tree—Cocoa-nut Tree—Flax—Tea Plant—Cacao, or Chocolate Tree—Rice Plant—Caoutchouc Tree—Mushroom—Sugar Cane—Coffee Tree—Cork Tree—Cotton Plant.

PART III.—THE MINERAL KINGDOM.

Gold—Iron—Silver—Tin—Coal—Salt—Lead—Slate—Chalk.

PART IV.—MISCELLANEOUS.

Lead Pencil—Sealing Wax—China Tea Cup—Needle—Straw Bonnet—Candle—Paper-Making—Books—Looking Glass—A Bed—Glass—Pins—Bones—Feet of Animals—Tails of Animals—Teeth—Dew—Thermometer—Barometer—Common Pump—Diving Bell.

SECOND SERIES.

Cloth, Price 2/6.

PART I.—PHYSIOLOGY.

Build of the Human Body—Human Skeleton—Vessels of the Human Body—Blood, and its Uses—Structure of the Heart—Circulation of the Blood—Respiration—Skin and its Uses—How the Body is Nourished: Chymification, Chylification—Absorption and Defæcation—Muscles—Joints—Seeing: Structure of the Eye, How we See, Various Explanations—Hearing, Structure of the Ear—Smelling—Feeling—Tasting—Structure of Human Nails and Hair.

PART II.—PHYSICAL GEOGRAPHY.

Formation of Mountains and their Uses—Earthquakes—Volcanoes—Atmosphere and its Uses—Winds—Clouds—Ocean, its Divisions and Physical Features; Waves, Tides, Currents—Gulf Stream—Springs—Rivers—Lakes—Causes which determine Climate—Snow and Hail—Glaciers and Icebergs—Coral Formation.

PART III.—MANUFACTURES.

Glue—Carpets—Cutlery—Leather—Nails—Buttons—A Beaver Hat—Butter—Cheese—Brewing.

PART IV.—MISCELLANEOUS.

Tobacco—Malt and Hops—The Vine—Spices—Loaf of Bread—Balloons—Mechanical Powers; Lever, Wheel and Axle, Pulley, Inclined Plane, Wedge, Screw—Timber and its Uses—Lightning and Thunder—Lightning Conductor.

Each of the Lessons is divided into two columns, viz., MATTER and METHOD; the former containing the information to be imparted, whilst the latter is intended not to be dogmatically adhered to, but to serve as a specimen of the various expedients to which Teachers may resort.

The above Two Series are also bound in One Volume, Cloth, 4/6: or the Complete Book, interleaved with Ruled Paper, Cloth, 6/6.

SCHOOL METHOD:

NOTES & HINTS FROM LECTURES

DELIVERED AT THE

BOROUGH ROAD TRAINING COLLEGE, LONDON.

By F. J. GLADMAN, B.A., B.Sc. (Lond.),

*Late Superintendent of the Central Training Institution, Melbourne; and formerly
Head Master of the Model and Practising Schools, Borough Road;
Normal Master in the Borough Road Training College; and Inspector of
Schools for the British and Foreign School Society.*

WITH REVISIONS AND ADDITIONS BY

J. W. JARVIS,

St. Mark's Training College, Chelsea.

Cloth, Price 2/6.

CONTENTS.

School Discipline
Oral Teaching—Notes of
Lessons—Questioning
Reading
Spelling & Word-Building
Writing
Arithmetic
Geography
History

Grammar
Elementary Science
Drawing
Kindergarten
Varied Occupations
Physical Exercises
Paraphrasing
Organization
Registration

Rewards and Punishments

Appendix:—

- A Criticism
- B Notes on Examination
for Pupil Teachers and
others
- C Hints for Teachers in the
Practising School

REVIEWS.

“Mr. Gladman is well known to a very large number of Masters and Teachers in our Elementary Schools, through his intimate connection for a considerable time with the practical work of instruction at the Borough Road Training College. This volume, containing the substance and essence of his many lectures to the British and Foreign School Society's students, will, we believe, be long valued as a text-book of practical hints and notes. . . . The bulk of the book consists of lessons on oral teaching, on instruction in reading, spelling, arithmetic, geography, history, &c., on organization, registration, rewards and punishments, and the like. The Chapter on Spelling is a valuable practical lesson, and the author has some very sensible and rational remarks and precepts on rewards and punishments. The Notes on Lessons and on examinations are admirable. It is a book for every pupil teacher and for many an instructor of youth besides.”—*School Board Chronicle*.

“Few men are more competent to give counsel on School Method, and Mr. Gladman has done well in publishing this book. Matter and style are alike good. The book is comprehensive and well arranged. Mr. Gladman knows what to aim at, and how to proceed, and takes care to let the reader know too. It will prove a boon to those who are seeking to train themselves, and will be of great use to students and pupil teachers.”—*Educational Record*.

NOTES OF LESSONS
ON
ENGLISH GRAMMAR.

For the Use of Teachers in Elementary Schools.

Crown 8vo, Cloth, 2s. 6d.

The requirements in English from Children in Elementary Schools have led to the Preparation of these "Notes," which, it is believed, will be found more practical in their application than the ordinary useful text-books on English Grammar.

The lessons have been carefully graduated, amply illustrated, and made as thoroughly comprehensive of the subjects treated on as it is thought desirable.

It must be observed that the whole of any one lesson may not be necessarily given at one time, but continued on subsequent occasions. The number of "Steps" of any lesson to be taken at any one time will depend upon the duration of the lesson, the ability of the teacher, and the general intelligence of the children.

It is hoped that teachers will not confine themselves to the examples for Parsing, Analysis, &c., that are here given, but they will select others which they may consider suitable, illustrative of the instruction which is being imparted.

It is not, of course, desirable that every lesson should be given to every standard. The teacher will be guided in his selection of the lessons by the First Schedule of the New Code, and the state of efficiency of the class to be taught.

If you want the best Writing Surface obtainable,

USE
JARROLD'S *Dulline*



a PERFECT Slate Cloth.

For Covering Blackboards and Class-room Walls.
For Diagrams, for Object and other Lessons, Music,
etc., etc.

Dulline never reflects the light at any angle, and never needs renewing, while the material itself is practically indestructible.

Price per yard, 46 inches wide, 4s. net; in Rolls, 12 yards long, 3s. 6d. per yard net.

Mounted on Rollers, 1s. net extra for any length.

Dulline Sheets (30 by 22 in.), Mounted on Rollers, 3s. net.

Dulline Sheets Mounted on Strong Boards (30 by 22 in.), 3s. net.

Dulline Sheets Mounted on Stretchers to form strong but light Blackboards (46 by 36 in.), 10s. 6d. net.

