

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

To say that wellington committed faults is only to say that he made war to deny him the qualities of a great commander is to rail against the clear midday sun for want of light how few of his combinations failed how many battles he fought victorious in all iron hardihood of body a quick and sure vision a grasping mind untiring power of thought and the habit of laborious minute investigation and arrangement all these qualities he possessed and with them that most rare faculty of coming to prompt and sure conclusions on sudden emergencies this is the certain mark of a master spirit in war without it a commander may be distinguished he may be a great man he cannot be a great captain where troops nearly alike in arms and knowledge are opposed the battle generally turns upon the decision of the moment.

[Candidates are requested to begin the punctuation exercise on a fresh page. No marks will be given for any point unless it is quite distinct.]

## 8. As a test of spelling, write the words and the passage dictated by the Supervisor.

[Candidates are requested to number the words, to write them in a column, and to begin the spelling exercise on a fresh page. No marks will be given for any word that contains a doubtful letter. The letter "i" must be dotted, the letter "e" must be looped, and the letter "t" must be crossed.]

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

[The Supervisor is requested to draw the attention of the candidates to the directions given with regard to Questions 7 and 8.

The following passage for dictation, and the list of words for spelling, with the explanation given of each, are first to be read aloud once; the passage, and the words without the explanations, are then to be dictated slowly to the candidates, and are afterwards to be read out again to afford opportunity for correction.]

(a.) The uneducated and unreflecting talker overlooks all mental relations, both logical and psychological; and he consequently precludes all method that is not purely accidental. Hence the nearer the things and incidents in time and place, the more distant, disjointed, and impertinent to each other will they appear in his narration: and this from the absence of a leading thought in the narrator himself, which, borrowing a phrase from the nomenclature of legislation, I may not inaptly call the initiative.

(b.) 1. Impassible (incapable of passion or feeling). 2. Receipt (act of receiving, or a written acknowledgment of anything received). 3. Psychological (pertaining to the soul). 4. Hemorrhage (a discharge of blood from the blood-vessels). 5. Innocuous (not hurtful). 6. Lithe (easily bent, flexible). 7. Ichthyology (the branch of natural history that treats of fishes). 8. Rhythmical (flowing harmoniously or regularly—applied to vocal or musical sounds). 9. Archaic (ancient, obsolete). 10. Schismatic (one that separates from a church on account of difference of opinion).

*English Language and Literature.—For Civil Service Senior. Time allowed: Three hours.*

1. Write two careful paragraphs on Shakspeare's delineation of Juliet's character.
2. Describe, with references to relevant characters, the comic element in Shakspeare's *Hamlet*."
3. Point out in what respects and to what extent Burke failed to appreciate the causes of the French Revolution; and show how this failure vitiates some of the arguments in his "Reflections."
4. Either (1) describe Sir Robert Walpole's domestic and foreign policy, or (2) discuss the justice of Macaulay's estimate of Horace Walpole.
5. Give the main points in Macaulay's contrast between the Greek philosophy and the Baconian philosophy; and add your reasons for agreeing with or dissenting from Macaulay's judgments on these two opposed philosophies.
6. Indicate what Seeley means by "the old colonial system," and show how radically it differs from the present system of colonial government.
7. Mention, with explanations, the chief internal and external dangers with which Britain has to deal in governing India.
8. Either (1) point out, with illustrations, the great merits of Macaulay's style, and compare and contrast it with Burke's style; or (2) point out and illustrate, from your study of "Romeo and Juliet" and "Hamlet," some of the chief respects in which Tudor English differs from the English of our own day.
9. Write notes on the following, and mention in each case the speaker and the circumstances :—

- (1.) More validity,  
More honourable state, more courtship lives  
In carrion flies than Romeo.
- (2.) And shrieks like mandrakes' torn out of the earth,  
That living mortals hearing them run mad;—  
O, if I wake, shall I not be distraught,  
Environed with all these hideous fears,
- (3.) Unhousel'd, disappointed, unaneled.
- (4.) God 'ild you. They say the owl was a baker's daughter.
- (5.) Yet I,  
A dull and muddy-mettled rascal, peak,  
Like John-a-dreams, unpregnant of my cause,  
And can say nothing: no, not for a king,  
Upon whose property and most dear life  
A damn'd defeat was made.