

North Canterbury—

Alexander, Mary Stuart.
 Bussell, Henry.
 *Cabot, Dolce Ann.
 Calvert, Elizabeth Honoria.
 *Cookson, Arthur.
 Currie, Janet Rae.
 Dunnage, Florence.
 Foster, Frances.
 *Hiatt, Mary.
 *Newell, John Alexander.
 *Seager, Rose Elizabeth.
 Silvester, George.
 Staples, Caroline Siphthorbe.
 Young, Margaret.

South Canterbury—

Beechey, James Mansfield.
 *Grant, Mary Anne.
 *Rowley, Elizabeth Mary.

Otago—

Beattie, Robert Martin.
 Bryant, James Thomas.
 *Cunninghame, Eva Beatrice.
 Ferguson, William.
 Golding, Francis.
 Hawkes, Frances.
 *Joseph, Archibald Fraser.
 *Menzies, Emilia.
 Montgomery, Mary.
 Roberts, Mary Ann.
 Schmedes, Cornelius Frederick.
 Wicks, William Henry.
 *Williamson, George Alexander.

Southland—

Bethune, Fanny.
 Thomson, Annie.
 Tunzelmann, John Emmanuel von.

EXAMINATION PAPERS.

CLASS E.—ENGLISH GRAMMAR AND COMPOSITION.

Time allowed: Three hours.

1. What do you mean by *inflection*? Which are (1) the inflected, (2) the uninflected, parts of speech?
2. What is the general rule for the formation of the plural number in nouns? What are the exceptions to the rule?
3. How do you form the comparative and superlative degrees in adjectives and adverbs? Compare: Old, far, fore, forth, easy, shy, happily.
4. Define a pronoun. How many kinds of pronouns are there? Give an example of each.
5. Explain the terms "relative" and "antecedent," and the grammatical connection existing between them. Illustrate this connection by parsing the relative contained in a sentence of your own construction.
6. Give the past tenses and past participle forms of *hold, drink, slide, fly, flee, see, saw*. Define a transitive verb.
7. Parse each word in the following: They had now been fighting since nine in the morning, and twilight was coming on.
8. Explain the meaning of the prefixes *sub-, con-, sym-*, and of the affixes *-ly, -ship, -hood*. Illustrate by giving words (with meanings) in which each occurs.
9. Write a short essay on
 - (1) The Advantages of Public Libraries; or
 - (2) Holidays in Schools.
10. Write out and punctuate the passage dictated.
11. Spell the words dictated, and underline those that are trisyllabic.

CLASS E.—EXERCISE IN DICTATION AND SPELLING.

(Part of a Paper on English Grammar and Composition.)

10. "The keener intellects were climbing the stairs of the temple of Modern Science, though as yet they were few and feeble, and they were looked upon askance with orthodox suspicion. At their side the descendants of the schoolmen were working on the old safe methods, proving paradoxes by laws of logic amidst universal applause. The professor of medicine maintained in the queen's presence that it was not the province of the physician to cure disease, because diseases were infinite, and the infinite was beyond the reach of art; or again, because medicine could not retard age, and age ended in death, and therefore medicine could not preserve life." —*Froude*.
11. Spelling Exercise: Privilege, cudgel, reverie, forfeit, obstreperous, catarrh, raisin, browse, idiosyncrasy, allotment, sewerage, harass, foray, lusciousness, hubbub, fiery, irascibility.

CLASS E.—ARITHMETIC.

Time allowed: Three hours.

1. Divide seven hundred and twenty million sixty thousand and four hundred by ninety-nine in factors, and explain the method of finding the correct remainder.