Sess. II.—1884.

NEW ZEALAND.

CIVIL SERVICE EXAMINATION BOARD

(ANNUAL REPORT OF THE).

Presented to both Houses of the General Assembly by Command of His Excellency.

The CHAIRMAN, Civil Service Examination Board, to the Hon. the COLONIAL SECRETARY.

Office of the Civil Service Examination Board,

Sir,— Wellington, 2nd June, 1884.

I have the honour to submit the following report of the proceedings of the Civil Service Examination Board since the date of my last report :—

BOARD OF EXAMINERS.

G. S. COOPER, Esq., Under-Secretary (Chairman).
Rev. W. J. HABENS, B.A., Inspector-General of Education.
J. HECTOR, Esq., M.D., C.M.G., F.R.S., Director of the Geological Survey.
J. HISLOP, Esq., LL.D., Secretary for Education.
A. MACGREGOR, Esq., M.A.
J. McKERROW, Esq., Surveyor-General.

OCTOBER, 1883, EXAMINATION.

JUNIOR EXAMINATION.

One hundred and twenty-two candidates were examined ; 59 candidates passed, 63 candidates failed.

Of the candidates who failed, 5 failed in 4 subjects, 4 failed in 3 subjects, 26 failed in 2 subjects, 28 failed in 1 subject; 21 failed in English, 17 failed in arithmetic, 37 failed in history, 37 failed in geography.

The names of the candidates who passed, placed in order of merit, are as follow :—

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
1	Hall, William Henry Victor	Thames ..	Tararu Public School, 6 years; St. George's Grammar School, Thames, 2 years; Waiokaraka Public School, 1 year; Auckland College and Grammar School, 1 year	431	560	510	395	..	..	1896
2	Wither, James	Nelson ..	Nelson College, 6½ years	361	583	470	395	..	..	1809
3	Price, Thomas George ..	Nelson ..	Havelock School, 6 years; Nelson College, 8 months	307	512	430	450	..	..	1699
4	Painton, Charles Francis	Nelson ..	Wakefield School, 6 years; Waiiti School, 3 years; Nelson College, 1½ years	332	436	395	435	..	..	1598
5	Bamber, Thomas	Wanganui	Wanganui Academy, 4 years; Wanganui High School, 4¼ years	371	548	405	255	..	..	1579
6	Manning, Harry Slade..	Wellington	Wanganui Endowed School, 8 months; Wellington College, 2¼ years; Thorndon Classical School, 2¼ years	351	403	370	450	..	..	1574
7	Dunnage, Frank	Styx ..	Papanui School, 2 years; West Christchurch School, 5 years; Christchurch High School, 4 months	382	435	375	375	..	..	1567
8	Denton, William Henry	Wellington	Terrace School, 3 years; Wellington College, 1 year and 8 months	394	318	440	385	..	..	1537
9	Hodson, Francis Shirley	Nelson ..	Private School, Blenheim, 2 years; Public School, Blenheim, 4 years; Nelson College, 9 months	284	508	345	380	..	..	1517
10	Bailey, James Every Stephen	Nelson ..	St. Alban's Grammar School, 2 years; Nelson College, 3½ years	364	409	360	375	..	..	1508
11	Richmond, Richard Hutton	Nelson ..	Nelson College, 4 years; University College School, London, 1 year; Edward VI. Grammar School, Retford, 1½ years	346	461	370	290	..	..	1467

JUNIOR EXAMINATION—*continued*.

| | | | | Compulsory. | | | | Optional. | | |
Order.	Name.	Residence.	Where educated.	English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	Total.
12	Gibb, James Liddle	Milton	Young Street Institute, Edinburgh, 1 year; Dunedin High School, 1 year; Milton High School, 7 years	354	427	365	320	..	..	1466
13	Tylee, Robert Canning	Nelson	Napier High School, 2½ years; private school, six months; Nelson College, 2 years and 8 months	275	403	410	370	..	..	1458
14	Ward, Robert Percy	Wanganui	Marton Public School, 6 years; Wanganui Collegiate School, 1 year and 4 months	338	459	385	275	..	..	1457
15	Mowbray, Herbert	Wellington	Johnsonville School, 4 years; Wellington College, 1 year and 8 months	319	555	355	225	..	..	1454
16	Luckie, Martin Maxwell Fleming	Wellington	Thorndon School, 3 years; Wellington College, 1 year and 8 months	355	390	425	255	..	..	1425
17	O'Donnell, John Joseph	Wellington	Kaikoura District School, 5 years; Marist Brothers', Wellington, 1½ years	301	383	455	285	..	..	1424
18	Wilson, William	Dunedin	Greymouth State School, 5 years; Dunedin High School, 1½ years	410	481	225	295	..	..	1411
19	Neill, William Thompson	Dunedin	North-East Harbour School, 2 years; Union Street School, 1½ years; Sandymount School, 1½ years	313	365	395	330	..	..	1403
20	Boys, John Augustus	Hokitika	Blue Spur Public School, 5 years; private school, 7 years	307	440	395	250	..	..	1392
21	Robertson, James	Wellington	Terrace School, 4 years; Wellington College, 1½ years	312	330	410	320	..	..	1372
22	Lightband, Harold	Nelson	Avonside School, 2 years; Bridge Street School, Nelson, 2 years; Spring Grove School, 2 years; Richmond School, 2 years; Hope School, 1 year	355	461	320	230	..	..	1366
23	Marshall, Frederick	Wellington	Mr. Ellis's, New Plymouth, 3 years Wellington College, 2 years	258	360	435	310	..	..	1363
24	Hunt, William Duffus	Onehunga	Onehunga Grammar School, 3 years	221	502	405	230	..	..	1358
25	Kendall, Thomas Dick	Wanganui	Wanganui Grammar School, 1 year; Wanganui Academy, 2½ years; Wanganui District High School, 4½ years	312	366	325	345	..	..	1348
26	Fookes, Harry	Nelson	Waverley State School, 2 years; Adams's, 2 years; Nelson College, 5 years	284	501	315	245	..	..	1345
27	Bolt, Francis Bruce	Dunedin	Private School, 2½ years; Arthur Street School, 4 years	318	403	345	260	..	..	1326
28	Maclaurin, Edward Thomas Woodford	Hautapu	Te Awamutu School, 2 years; Hautapu School, 5 years	293	398	390	235	..	..	1316
29	Woon, William Howard	Wanganui	Mr. Thomson's Academy, 3 years; Wanganui Collegiate School, 4½ years	372	326	260	355	..	..	1313
30	Frith, John Frederick	Wellington	Ecclesall College, Stafford, 3¾ years; Doncaster Grammar School, 1¼ years	382	313	320	295	..	..	1310
31	Wilson, Archibald M.	Wellington	Mount Cook School, 6 years; Wellington College, 1 year and 8 months	308	305	365	320	..	..	1298
32	Buckley, Francis John	Invercargill	Mr. Gee's, Christchurch, 4 years: Kaiapoi Borough School, 3 years; Invercargill Central School, 3 years	270	420	385	220	..	..	1295
33	Clark, Donald George	Wellington	Terrace School, 4 years; Wellington College, 1 year and 8 months	373	388	320	210	..	..	1291
34	Wither, Alfred	Nelson	Nelson College, 7½ years	344	290	365	290	..	..	1289
35	Buckeridge, George Hy.	Nelson	Public schools, Nelson, 6 years; Nelson College, 6 months	336	368	245	305	..	..	1254
36	Bawden, William Henry	Dunedin	Private school, 3 years; State school, Hokitika, 5 years; High School, Dunedin, 2 years	367	406	255	225	..	..	1253
37	Kirk, James Alfred	Hokitika	Catholic School, Hokitika, 2 years; Mr. Robinson's, Kanieri, 1 year; Kanieri Boys' Catholic School, 1 year; Rangiri State School, 6 months; Arahura State School, 1½ years	352	363	265	265	..	..	1245
38	Cameron, John	Wellington	Turakina Classical School, 3 years; Wellington College, 9 months	360	205	325	335	..	..	1225
39	Wilson, Richard Chilman	New Plymouth	Mr. Adams's, 2 years; New Plymouth High School, 1½ years	254	335	305	310	..	..	1204
40	Stevens, Frank William Buck	Wellington	Terrace School, 2 years; Mount Cook School, 3 years; Wellington College, 9 months	275	275	295	355	..	..	1200
41	Walker, George	Napier	Highbury, London, 3 years; Napier High School, 3 years	371	328	255	245	..	..	1199
42	Farrell, John	Thames	Kauaeranga Boys' School, 3 years; Thames High School, 3 years	235	430	265	265	..	..	1195
43	Richmond, Edward Thomas	Wellington	Geneva College, 1½ years; Wellington College, 2 years	360	280	265	280	..	..	1185
44	Atkinson, Jeremiah George	Thames	Thames Public School, 1 year; St. George's Grammar School, Thames, 3½ years	294	315	325	250	..	..	1184
45	Malcolm, Alfred Andrew	Nelson	Richmond State School, 8 years; Nelson College, 5 months	207	351	295	320	..	..	1173
46	Palmer, Herbert	Clareville	Blenheim State School, 2 years; Mount Cook School, 1 year; Wainuiomata School, 1 year; Carterton School, 2 years	280	293	340	255	..	..	1163

JUNIOR EXAMINATION—*continued.*

Order	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
47	Flahavan, John	Addington	State schools, 6 years; Christchurch Catholic School, 2 years	264	318	325	255	..	..	1162
48	Tovey, Alexander Martin	Tauranga	Tauranga District School, 5 years; private tuition, 3 years; Rev. Mr. Jordan's, 3 years	258	356	275	255	..	..	1144
49	Galbraith, Richard Seymour	Onehunga	Galway Grammar School, 5 years; Onehunga Grammar School, 6 months	325	368	243	200	..	..	1136
50	Treadwell, William James	Wellington	Wanganui Academy, 1½ years; Wanganui Grammar School, 2 years; Wellington College, 2¾ years	309	275	325	225	..	..	1134
51	Eliott, Huntly John Harry	Wellington	Private school, 3 years; State school, 5 years; Wellington College, 2 years	236	265	315	315	..	..	1131
52	Friberg, Nils Arnold	Makatoku	Hawke's Bay High School, 2 years	343	245	275	255	..	..	1118
53	Catley, Ralph	Nelson	Private school, 2 years; Nelson College, 4¾ years	289	302	245	280	..	..	1116
54	Morrah, Walter Hope	Wellington	Wellington College, 5 years	307	310	285	200	..	..	1102
55	Eyre, Richard Booth Dudley	Wanganui	Beach School, 2½ years; Wanganui High School, 4 years	283	251	275	285	..	..	1094
56	Hume, Charles Edward	Wellington	Featherston School, 2½ years; Wellington College, 2 years	206	275	340	260	..	..	1081
57	Hutchinson, Francis Leigh	Wellington	Honolulu High School, 7 years; Mr. Kenneth Wilson's Evening Class, 6 months	291	305	245	215	..	..	1056
58	Coghill, David	Wellington	Hawthorn Grammar School, 3¼ years; Wellington College, 8 months	326	260	230	200	..	..	1016
59	Macneill, Hector	Invercargill	North Public School, 7 years; Central Public School, 1 year	208	343	215	205	..	..	971

SENIOR EXAMINATION.

Thirty-seven candidates were examined ; 17 candidates passed, 20 candidates failed.

Of the candidates who failed, 1 failed in 5 subjects, 5 failed in 4 subjects, 5 failed in 3 subjects, 3 failed in 2 subjects, 6 failed in 1 subject ; 37 examined and 12 failed in English, 37 examined and 7 failed in arithmetic, 37 examined and 3 failed in geography, 28 examined and 6 failed in Latin, 1 examined and 1 failed in Greek, 24 examined and 10 failed in French, 2 examined and none failed in German, 2 examined and none failed in Italian, none examined in Maori, 9 examined and 2 failed in trigonometry, 37 examined and 10 failed in algebra, 32 examined and none failed in geometry, 5 examined and 3 failed in physical science, 31 examined and 8 failed in history, 1 examined and none failed in book-keeping, none examined in shorthand.

The names of the candidates who passed, placed in order of merit, are as follow :—

Order	Name.	Residence.	Where educated.	Compulsory.			Optional.													Total.
				English.	Arithmetic.	Geography.	Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Science.	History.	Book-keeping.	Shorthand.	
			Maximum attainable	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	..
1	Wither, James	Nelson	Nelson College, 6½ years	400 2nd	403 2nd	460 1st	405 2nd	—	275 3rd	—	—	—	455 1st	556 1st	470 1st	—	375 2nd	—	—	3799
2	Trotter, Ninian George	Nelson	Woodlands School, 3 years; Nelson College, 3 years	450 1st	285 3rd	415 2nd	325 2nd	—	—	—	—	—	—	450 1st	400 2nd	476 1st	340 2nd	—	—	3141
3	O'Leary, James John	Blenheim	Renwick School, 3½ years; Blenheim High School, 3½ years; Nelson College, 2 years	250 3rd	465 1st	320 2nd	318 2nd	—	340 2nd	—	—	—	—	465 1st	385 2nd	—	520 1st	—	—	3063
4	Innes-Jones, Frank Melville	Nelson	Private schools, England, 5 years; Nelson College, 2½ years	300 2nd	268 3rd	440 2nd	400 2nd	N.P.	—	—	—	—	295 3rd	318 2nd	540 1st	—	290 3rd	—	—	2851
5	Kelly, John Frederick	Nelson	Hampden State School, 4 years; First Division Town Boys' School, 2 years; Nelson College, 1½ years	275 3rd	483 1st	385 2nd	N.P.	—	210 3rd	··	—	—	235 3rd	298 3rd	470 1st	—	325 2nd	—	—	2681
6	Richmond, Richard Hutton	Nelson	Nelson College, 4 years; University College School, London, 1 year; Edward VI. Grammar School, Retford, 1½ years	455 1st	350 2nd	395 2nd	—	—	360 2nd	463 1st	—	—	—	—	260 3rd	—	345 2nd	—	—	2628

Senior Examination—*continued*.

Order	Name	Residence	Where educated	Compulsory English	Arithmetic	Geography	Optional Latin	Greek	French	German	Italian	Maori	Trigonometry	Algebra	Geometry	Science	History	Book-keeping	Shorthand	Total
7	Tylee, Robert Canning	Nelson ..	Napier High School, 2½ years; private school, 1½ years; Nelson College, 2 years 8 months	400 2nd	388 2nd	270 3rd	275 3rd	—	260 3rd	—	—	—	N.P.	408 2nd	200 3rd	—	385 2nd	—	—	2586
8	Hall, William H. Victor	Thames ..	Tararu Public School, 6 years; St. George's Grammar School, Thames, 2 years; Waiokaraka Public School, 1 year; Auckland College and Grammar School, 1 year	350 2nd	580 1st	510 1st	320 2nd	—	N.P.	—	—	—	—	N.P.	340 2nd	N.P.	325 2nd	—	—	2425
9	Rose, William ..	Wanganui	Nelson State schools, 7 years; Nelson College, 1 year; Boys' High School, Wanganui, 1½ years	325 2nd	225 3rd	415 2nd	360 2nd	—	—	—	—	—	—	435 2nd	280 3rd	—	375 2nd	—	—	2415
10	Glasgow, Francis Bernard	Wellington	Private schools, England; Nelson College, 4½ years; Wellington College, 2 months	250 3rd	340 2nd	385 2nd	285 3rd	—	N.P.	—	—	—	—	351 2nd	380 2nd	—	325 2nd	—	—	2316
11	Sim, Robert Campbell	Wanganui	Wanganui Academy, 2 years; private school, 1 year; Wanganui Grammar School, 1 year; Wanganui High School, 3¾ years	250 3rd	345 2nd	260 3rd	240 3rd	—	—	—	—	—	—	325 2nd	380 2nd	—	360 2nd	—	—	2160
12	Christie, John Bruce	Dunedin ..	Middle District School, 3 years; Normal School, 3 years	200 3rd	465 1st	275 3rd	395 2nd	—	—	—	—	—	—	335 2nd	470 1st	—	N.P.	—	—	2140
13	Butement, Thos.	Dunedin ..	Tokomairiro District School, 5 years; Christ's College, Christchurch, 3 years	270 3rd	320 2nd	340 2nd	255 3rd	—	—	—	—	—	—	323 2nd	400 2nd	—	205 3rd	—	—	2113
14	Easton, George Henry Iveson	Wellington	Te Aro School, 1¼ years; Thorndon School, 3 years; Wellington College, 1½ years	400 2nd	360 2nd	325 2nd	—	—	355 2nd	—	—	—	—	295 3rd	—	—	N.P.	350 2nd	—	2085
15	Richmond, Jas. Wilson	Nelson ..	Nelson College, 3 years; University College School, London, 1 year; Edward VI. Grammar School, Retford, 1½ years	275 3rd	395 2nd	365 2nd	—	—	200 3rd	—	—	—	—	315 2nd	390 2nd	—	—	—	—	1940
16	Jackson, Harry Hughlings	Wanganui	Auckland College and Grammar School, 5 years	200 3rd	325 2nd	330 2nd	—	—	—	—	262 3rd	—	N.P.	345 2nd	—	—	290 3rd	—	—	1752
17	Haszard, Norman Frederick Johnston	Auckland	Paparoa School, 2¾ years; Auckland City East School, 2 years; Auckland College, 1¼ years	200 3rd	293 3rd	305 2nd	210 3rd	—	—	—	—	—	—	230 3rd	390 2nd	—	—	—	—	1628

NOTE.—1st, 2nd, 3rd=passed in 1st, 2nd, or 3rd class of merit.   N.P.=not passed.   —=did not take up the subject.

Shorthand Examination.

The following candidate has passed in shorthand under Regulation 12: Andrew Thomas Maginnity, Collingwood.

APRIL, 1884, EXAMINATION.
JUNIOR EXAMINATION.

Eighty candidates were examined; 44 candidates passed, 36 candidates failed.
Of the candidates who failed, 3 failed in 4 subjects, 10 failed in 3 subjects, 10 failed in 2 subjects, 13 failed in 1 subject; 12 failed in English, 23 failed in arithmetic, 20 failed in history, 20 failed in geography; 3 candidates were examined and 2 failed in shorthand.
The names of the candidates who passed, placed in order of merit, are as follow:—

Order	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
1	Carter, Henry James ..	Auckland..	Kamo District School, 5 years; Alexandra District School, 3 years; Auckland College and Grammar School, 1 year	452	505	460	440	..	..	1857
2	Boswell, John Ritchie ..	Christchurch	Lower Heathcote School, 5 years; Christchurch College, 1 year	480	585	440	345	..	..	1850
3	Bendely, John George ..	Christchurch	Castle School, Hastings, England, 2¼ years; University School, Hastings, 2¾ years	400	250	385	475	300	..	1810
4	Large, Harold ..	Wellington	Napier District School, 4 years; Wellington College, 1½ years	447	400	455	460	..	..	1762
5	Adams, Edith Mary ..	Thames ..	Thames High School, 4 years	368	413	495	395	..	..	1671
6	Marshall, Joy Marriott..	Wanganui	English School, 2 years; Wanganui Collegiate School, 1⅛ years	394	523	365	355	N.P.	..	1637
7	Paske, Edward Lake ..	Napier ..	Private School, January, 1866, to April, 1870; Haileybury College, Hertford, England, April, 1870, to August, 1874	484	285	480	375	..	..	1624
8	Wilson, James ..	New Plymouth	Urenui Public School, 2 years; Mr. Adams' Private School, 1 year; New Plymouth High School, 2 years	400	525	385	305	..	..	1615
9	Burn, Alfred	Dunedin ..	Port Molyneux School, 3 years; William Street School, Dunedin, 4 years 6 months	512	420	355	325	..	..	1612
10	Whitelaw, George ..	Christchurch	Private School, 4 years; Colombo Road District School, 1 year 6 months; Mr. Charles Cook's, Melville House, 2 years 6 months; Christ's College, 2 years 4 months; West Christchurch School, 9 months; Canterbury College, 6 months	544	295	350	385	..	..	1574
11	Holt, William Towers ..	Wanganui	Palmerston North Public School, 3½ years; Collegiate School, Wanganui, 2 years	299	343	425	420	..	..	1487
12	Pope, Frederic Sidney ..	Wellington	Ballarat College, 3 years; Wellington College, 2 years	397	330	375	375	..	..	1477
13	Colbeck, Wilfred Bruno	Wellington	Nelson College, 2 years; Wellington College, 2 years	319	405	380	325	..	..	1429
14	Morpeth, Charlton Douglas	Wellington	Private School, 2 years; Mount Cook School, 2 years; Wellington College, 4 years	514	245	290	355	..	..	1404
15	Mabin, Arthur Emerson	Nelson ..	Bishop's School, Nelson, 3 years; Nelson College, 2½ years	392	310	400	300	..	..	1402
16	Easton, Alfred Thomas..	Wellington	Te Aro School, 1¼ years; Thorndon School, 5½ years; College, Wellington, 1¼ years	378	558	250	205	..	..	1391
17	Nelley, Walter Henry ..	Hokitika ..	Hokitika Academy, 2 years; Mr. Scott's Private School, 2 years; Mrs. Soffa; State School, Hokitika; Mr. Dixon, 4 years; Boys' High School, Dunedin, 2 years	367	365	295	350	..	..	1377
18	McCartney, George ..	Dunedin ..	Portobello School, 6 years; Dunedin High School, 2¾ years	415	383	215	350	..	..	1363
19	Hanlon, William James	Wellington	Waihenga Public School, 6 years; Wellington College, 2¼ years	428	400	300	225	..	..	1353
20	Tunks, Charles James ..	Tauranga	Tauranga District School, 5 years; Newton East District School, 3 months; Auckland Grammar School, 1 year	348	363	325	315	..	..	1351
21	Tattle, George Albert ..	Wellington	Te Aro School, 4 years; Willis Street School, 1 year; Wellington College, 2¼ years	396	380	285	285	..	..	1346
22	Rochfort, John Henry..	Nelson ..	Mr. Daniell's Private School, 3 years; Nelson College, 4 years	375	213	285	445	..	..	1318
23	Gibbs, Sidney Alfred ..	Nelson ..	Bishop's School, 2 years; Nelson College, 2½ years	341	311	345	310	..	..	1307
24	Rennick, James William	Thames ..	Waiotahi Creek School, 9½ years; Thames High School, 1 year	328	520	200	255	..	..	1298
25	Smith, Charles Henry ..	Auckland..	Private School conducted by lady, 6 years; Newton West Public School, 1½ years; Newton East Public School, 2 years; Grammar School, 1 year	389	320	325	245	..	..	1279
26	Graham, Claude Pettigrew	Nelson ..	Hampden School, 4½ years; Bridge Street School, 1 year	344	314	335	275	..	..	1268
27	Bagnall, Harold Carleton	Thames ..	Thames High School, 3 years; Tuma Public School, 3 years	397	355	220	265	..	..	1237
28	Ross, Murdock William	Turakina..	Turakina State School, 4 years; Turakina Commercial and Classical School, 5 years	316	295	255	370	..	..	1236
29	Bannister, George Harold	Wellington	Thorndon School, 9 months; Wellington College, 7 years	376	315	270	250	..	..	1211
30	La Roche, Charles Augustus	Auckland..	Choral Hall, 2 years; Grammar School, 3 years	359	373	225	245	..	..	1202

JUNIOR EXAMINATION—*continued*.

Order.	Name.	Residence.	Where educated.	Compulsory. English.	Arithmetic.	History.	Geography.	Optional. Shorthand.	Maori.	Total.
31	Pirani, Arthur Samuel..	Napier ..	Model School, Melbourne, 2 years; All Saints School, Hokitika, 2 years; Blenheim Borough School, 3 years; Grammar School, Napier, 6 months	363	323	280	225	..	..	1191
32	Wray, Cecil James ..	Patea ..	Patea District School, 7 years; Wanganui Collegiate School, 1 year	370	288	305	215	..	..	1178
33	Mowat, Henry Anthony Ingles	Wellington	Nelson College, 2½ years; Wellington College, 2½ years	321	288	295	270	..	..	1174
34	Goldsmit , Oliver George	Gisborne ..	Private School, 3 quarters; Wellington College, 1½ years; Public School, 2 years 3 months	381	363	205	220	..	..	1169
35	Owen, Charles ..	Wanganui	Wanganui Collegiate School, 5 years	290	308	320	230	..	..	1148
36	Smith, John Carmichael	Wellington	Wellington College, 2 years 3 months; Greytown State School, 5 years	270	200	290	360	..	..	1120
37	Hodge, Charles David Vere	Wanganui	Grammar and Commercial School, Wanganui, 2 years; Collegiate School, 2 years	378	200	265	270	..	..	1113
38	Gormley, Edward Joseph	Wellington	Marist Brothers' School, 7 years ..	277	280	345	200	..	..	1102
39	Speedy, James Groves..	Wellington	Lower Hutt State School, 1 year; Wellington College, 2 years	292	275	240	290	..	..	1097
40	Johnstone, George John Alexander	Gisborne ..	St. Andrew's School, Auckland, 2 years; Mrs. George's School, Auckland, 1 year; Auckland College and Grammar School, 5½ years	262	303	310	210	..	..	1085
41	Douglas, Robert ..	Auckland..	Whangarei Public School, 2 years; Mr. Thompson's School, Wanganui, 1 year; Wanganui Endowed School, 2 years; Mr. Godwin's School, Wanganui, 2 years	205	223	275	315	..	..	1018
42	Ross, Catherine Duff ..	Turakina..	Public School, Turakina, 5 years; Turakina Commercial and Classical School, 5 years	359	235	200	215	..	..	1009
43	Wither, John	Nelson ..	Nelson College, 9½ years	288	255	225	210	..	..	978
44	Gillon, Ernest Edward	Wellington	Terrace School, 4 years; Wellington College, 2¼ years	232	255	280	200	..	..	967

SENIOR EXAMINATION.

Twenty-one candidates were examined; 8 candidates passed, 13 candidates failed.

Of the candidates who failed, 1 failed in 6 subjects, 1 failed in 5 subjects, 5 failed in 4 subjects, 1 failed in 3 subjects, 3 failed in 2 subjects, 2 failed in 1 subject; 21 examined and 9 failed in English, 21 examined and 5 failed in arithmetic, 21 examined and 5 failed in geography, 12 examined and 2 failed in Latin, none examined in Greek, 16 examined and 4 failed in French, 4 examined and 2 failed in German, none examined in Italian, none examined in Maori, 8 examined and 4 failed in trigonometry, 20 examined and 7 failed in algebra, 19 examined and 1 failed in geometry, 2 examined and none failed in physical science, 14 examined and 5 failed in history, 1 examined and 1 failed in book-keeping, none examined in shorthand.

The names of the candidates who passed, placed in order of merit, are as follow :—

Order.	Name.	Residence.	Where educated.	Compulsory. English.	Arithmetic.	Geography.	Optional. Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Science.	History.	Book-keeping.	Shorthand.	Total.
			Maximum attainable	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	..
1	Boswell, John Ritchie	Christchurch	Lower Heathcote School, 5 years; Christ's College, 1 year	600 1st	375 2nd	285 3rd	460 1st	—	—				—	—	540 1st	550 1st	—	380 2nd	—	—	3190
2	Bendely, John George	Christchurch	Castle School, Hastings, England, 2¼ years; University School, Hastings, 2¾ years	250 3rd	396 2nd	395 2nd	—	—	455 1st	—	—		—	—	453 1st	420 2nd	280 3rd	430 2nd	—	—	3079
3	Galwey, John de Burgh	Wellington	Wellington College, 6 years	200 3rd	358 2nd	320 2nd	335 2nd	—	340 2nd	—	—	—	—	290 3rd	511 1st	600 1st	—	—	—	—	2944
4	Harding, Harold Wm. Litton	Wellington	Wellington College, 5 years	250 3rd	245 3rd	255 3rd	275 3rd	—	315 2nd	—	—	—	—	275 3rd	403 2nd	560 1st	—	265 3rd	—	—	2843
5	McCurdie, William	Dunedin ..	Minishant School, 7¾ years	420 2nd	290 3rd	455 1st	—	—	320 2nd	—	—	—	—	320 2nd	296 3rd	530 1st	—	—	—	—	2631
6	Wilson, William	Greymouth	Greymouth State School, 5 years; High School, Dunedin, 2 years	400 2nd	300 2nd	230 3rd	—	—	—	335 2nd	—	—	—	305 2nd	499 1st	450 1st	—	N.P.	—	—	2519

SENIOR EXAMINATION—*continued.*

Order.	Name.	Residence.	Where Educated.	Compulsory.			Optional.													Total.
				English	Arithmetic.	Geography.	Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Science.	History.	Book-keeping.	Shorthand.	
7	Bailey, James Every Stephen	Nelson ..	Edward VI. Grammar School, St. Albans, 2 years; Nelson College, 4 years	250 3rd	230 3rd	285 3rd	367 2nd	—	210 3rd	—	—	—	—	N.P.	310 2nd	—	360 2nd	—	—	2012
8	Rutherford, George	Havelock, Marlborough	Spring Grove Public School, 3 years; Foxhill School, 4 years; Nelson College, 2 years	220 3rd	435 2nd	305 2nd	262 3rd	—	—	—	—	—	—	N.P.	360 2nd	—	255 3rd	—	—	1837

NOTE.—1st, 2nd, 3rd=passed in 1st, 2nd, or 3rd class of merit.   N.P.=not passed.   — =did not take up the subject.

SUMMARY.

Junior Examination.—202 examined; 103 passed, 99 failed; 33 failed in English, 40 failed in arithmetic, 57 failed in history, 57 failed in geography.

Senior Examination—58 examined, 25 passed, 33 failed; 58 examined and 21 failed in English, 58 examined and 12 failed in arithmetic, 58 examined and 8 failed in geography, 40 examined and 8 failed in Latin, 1 examined and 1 failed in Greek, 40 examined and 14 failed in French, 6 examined and 2 failed in German, none examined in Italian, none examined in Maori, 17 examined and 6 failed in trigonometry, 57 examined and 17 failed in algebra, 51 examined and 1 failed in geometry, 7 examined and 3 failed in physical science, 45 examined and 13 failed in history, 2 examined and 1 failed in book-keeping, none examined in shorthand.

NUMBER OF CANDIDATES EXAMINED.

Auckland, 27; Thames, 6; New Plymouth, 7; Tauranga, 4; Gisborne, 5; Napier, 8; Wanganui, 30; Wellington, 79; Blenheim, 8; Nelson, 33; Greymouth, 1; Hokitika, 6; Christchurch, 11; Oamaru, 2; Dunedin, 17; Invercargill, 5.

Since the establishment of the Board the number of candidates examined has been,—

Year.			Examined.	Passed.	Year.			Examined.	Passed.
1869	...	...	12	6	1878	...	...	199	96
1870	...	...	16	10	1879	...	...	211	107
1871	...	...	11	5	1880	...	...	222	80
1872	...	...	39	18	1881	...	...	155	41
1873	...	...	57	38	1882	...	...	179	72
1874	...	...	56	47	1883	...	...	213	106
1875	...	...	65	50	1884 (half-year)	...	98	50
1876	...	...	103	57					
1877	...	...	164	75				1,800	858

CIVIL SERVICE LITERARY PRIZE.

Three essays were received during the year 1883 in response to the offer of two prizes, of £10 and £5 respectively, for the two best essays on " Pauperism, and the Duty of the State in regard thereto in the Colonies;" but, none of them appearing to the examiners to be deserving of either prize, no prize was awarded.

The Board resolved that for the present year a prize of £25 shall be given for the best essay on "Land Laws, and their Effect, socially and economically, upon the Condition of the People," under the following conditions :—

  . 1. Competition to be open to all persons under the age of thirty years at this date who have passed either the Junior or Senior Civil Service Examination, and who are in the Service at the time of competition.

2. The prize to be in books or money, at the option of the prize-taker.

3. Essays to be legibly written, and on one side of the paper only.

4. Essays to be delivered to the Secretary of the Civil Service Examination Board, Wellington, by the 31st December, 1884.

5. No competitor to allow his name to appear on his essay, but to adopt a motto or cypher, which is also to be written on a sealed envelope containing the author's name, and attached to the essay.

6. The prize will not be awarded unless there is an essay which, in the judgment of the examiners, is of sufficient merit to entitle the author to receive it.

7. Competitors are advised to keep copies of their essays, as those sent to the Board will not be returned.

RECEIPTS AND EXPENDITURE.

RECEIPTS.	£	s.	d.	EXPENDITURE.	£	s.	d.
Voted by Parliament	250	0	0	Examiners' fees...	118	18	0
Fees	120	7	0	Supervisors' fees	121	16	0
				Attendance fee of member of the Board, not being a member of the Civil Service	25	0	0
				Hire of examination halls, and other incidental	15	2	6
					£280	16	6
				Balance	89	10	6
	£370	7	0		£370	7	0

EXAMINATION PAPERS.

I append copies of the examination papers set for the October, 1883, and April, 1884, examinations.

I have, &c.,

G. S. COOPER,

The Hon. the Colonial Secretary.   Chairman.

APPENDIX.

CIVIL SERVICE EXAMINATION PAPERS, OCTOBER, 1883.

JUNIOR.

ENGLISH.

1. Write the passage dictated to you.
2. What is meant by accent? Give six examples of words whose meanings are dependent upon accent, and explain the alteration in meaning caused by the alteration in accent.
3. Name the parts of speech which are subject to inflection, and enumerate the inflections of which they are capable. Give examples.
4. Correct the spelling, grammar, and punctuation of the following passage : " The ships were laying near the shore in three seperate squaddrons; their freezed rigging glitering in the rays of the setting sun. The few sailers, who the unparalelled rigour of the winter had spared, remained faithfull to their posts, though alltogether bereft of the hope of safety."
5. Analyse the last sentence of this passage (in Question 4) when you have corrected it.
6. Of the four seasons, which do you prefer? Give your reasons fully.

Passage for Dictation.

Having terminated his disputes with every enemy, and every rival, who buried their mutual animosities in their common detestation against the creditors of the Nabob of Arcot, he drew from every quarter whatever a savage ferocity could add to his new rudiments in the arts of destruction; and, compounding all the materials of fury, havoc, and desolation into one black cloud, he hung for awhile on the declivities of the mountains. Whilst the authors of all these evils were idly and stupidly gazing on this menacing meteor, which blackened all their horizon, it suddenly burst, and poured down the whole of its contents upon the plains of the Carnatic. Then ensued a scene of woe the like of which no eye had seen, no heart conceived, and which no tongue can adequately tell. All the horrors of war before known or heard of were mercy to that new havoc. A storm of universal fire blasted every field, consumed every house, destroyed every temple. The miserable inhabitants, flying from their flaming villages, in part were slaughtered; others, without regard to sex, to age, to the respect of rank, or sacredness of function—fathers torn from children, husbands from wives—enveloped in a whirlwind of cavalry, and amidst the goading spurs of drivers and the tramping of pursuing horses, were swept into captivity in an unknown and hostile land.

ARITHMETIC.

1. What is the eighty-seventh part of the difference between £1,740,056 14s. 3½d. and £912,822 2s. 0½d.?
2. A man was 5ft. 10in. high, the heels of his boots added ¾in. to his height, and he wore a hat 6in. high, but he pressed it down 1½in. on his head, and then tried to walk under a cross-bar 2in. thick, the bottom of which was 6ft. from the ground. How far was the top of the cross-bar from the top of his hat?
3. If you had ¾d. a second from the beginning of the month to the hour at which you commenced this paper, how much money would you have?

4. How many drachms in a stone; grains in a pound troy; inches in an English ell; square feet in a rood; gills in a hogshead; sheets of paper in a ream?

5. What is the average speed per hour of a train that travels 121·3 miles in 5hrs. 38½m.?

6. What fraction of £1 is $\frac{3}{4}$ of half a crown; and what is the difference in the cost of 6½ yards of cloth at that rate and of 6½ yards at 1s. 9d. per yard?

7. Add together $\frac{\frac{5}{6}}{1\frac{5}{9}}$, $\frac{1}{4}$ of $\frac{19}{21}$, and $\frac{1}{3}$ of $\frac{5}{7}$.

8. Find the sum, difference, product, and two quotients of 44·24 and ·04424; and find the sum of all the results.

9. Find simple interest and amount of £256 6s. 8d. from 23rd April to 11th August at 5½ per cent.

10. Find the side of a square which contains 7,367 sq. ft. 52in.

11. Three partners own a warehouse valued at £3,500, which is insured for 92½ per cent. of its real value; their shares in the property are $\frac{1}{4}$, $\frac{5}{8}$, and $\frac{1}{8}$ respectively. What would each lose if the warehouse were burnt down?

HISTORY.

1. Sketch the events connected with the Roman occupation of Britain, and state the reasons for the final withdrawal of the Romans from the island.

2. Mention the several lines of kings who have occupied the throne of England since the Norman Conquest, and name the first and last monarch of each line.

3. Relate the events connected with the conquest of Canada.

4. In what reigns did the following men live, and for what are they known in history: Owen Glendower, Jack Cade, Sir Thomas More, Ben Jonson, Charles James Fox, Sir Robert Peel?

5. Relate the events attendant on the struggles of the Stuarts to regain the throne of England after they were finally ousted from it.

6. What were the provisions of the Reform Bill of 1832.

GEOGRAPHY.

1. Name the principal branches of the Pacific, the Indian, and the Arctic Oceans.

2. Where are the following towns, and for what are they noted: Astrakhan, Liege, Lyons, Medina, Tangier, Quebec, Rouen, Memel?

3. Give some account of the discovery and early history of New Zealand.

4. Mention, in order, from north to south, the principal seaport towns, rivers, and capes of the east coast of North America, between the St. Lawrence and Mexico.

5. Draw a sketch of the course of the Thames (England), with its chief tributaries. Show the counties through which it flows, and the principal towns on its banks.

6. Name the most northern, southern, eastern, and western capes of each of the continents (separating North from South America).

MAORI.

1. Translate into English the following:—

I whanau a Rawiri Puaha ki Kawhia. Ko ana tupuna pu ake era i rere mai i Hawaiki inamata noa atu i runga i taua waka ingoa nui i a Tainui. Ko te whenua tuatahi i kitea e taua hunga, e ai te korero a te tangata ko Whangaparaoa, na ka ahu whaka-raro te hoe ma te taha tika, a tapoko noa ki Tamaki, ka u ki uta ka toia te waka i Otahuhu, a marere noa ki te wai o Manukau, rere tonu atu u noa ki Kawhia, katahi ka tau te noho; a noho tonu o ratou iwi ki reira, tae noa mai ki enei ra.

2. Translate into Maori the following:—

Between twenty and thirty miles inland of Maketu there is a cluster of a dozen or more lakes, the largest of which is Rotorua; about a mile and a half from its eastern shore lies the Island of Mokoia, with two hot springs, and cultivations, and kumara plantations. No fences are required to protect the crops from cattle, horses, or pigs, the latter only being allowed on the island during certain months in the year. Here are grown those kumara the fame of which is proverbial.

3. Put the following into Maori:—
   For whom are those two horses?
   There are many chiefs in this country.
   This letter is not for you.
   Here is the lid of my new box.
   Hoani will arrive to-morrow.

4. Translate the following into English:—
   Ko te whare tena o to matou rangatira.
   Tokohia nga tangata kei roto i to korua whare?
   Kihai ia i haere ki Tauranga inanahi.
   Ka haere raua ki Taupo a te Paraire.
   Ko te ara tena ki Rotorua.

5. Write a letter in Maori to the Government, praying for the removal of restrictions on a piece of land that you wish to sell; give the area, and state what quantity of land you still have remaining to you.

SENIOR.

ENGLISH.

Having read the accompanying correspondence,

1. Make a short abstract, schedule, or docket of the several letters.

2. Draw up a memorandum or *précis*: i.e., a brief and clear statement of what passed, not letter by letter, but in the form of a narrative.

2—H. 4.

Directions

1. The object of the abstract, schedule, or docket is to serve as an index. It should contain the date of each letter, the names of the persons by whom and to whom it is written, and, *in as few words as possible*, the subject of it. The merits of such an abstract are: (1) To give the really important point or points of each letter, omitting everything else; (2) to do this briefly, (3) distinctly, and (4) in such a form as to readily catch the eye.

2. The object of the memorandum or *précis, which should be in the form of a narrative*, is that any one who had not time to read the original letters might, by reading the *précis*, be put in possession of all the leading features of what passed. The merits of such a *précis* are: (1) To contain all that is important in the correspondence, and nothing that is unimportant; (2) to present this in a consecutive and readable shape, expressed as distinctly as possible; (3) to be as brief as is compatible with completeness and distinctness.

You are recommended to read the whole correspondence through before beginning to write, as the goodness both of the abstract and of the *précis* will depend very much on a correct appreciation of the relative importance of the different parts.

Brevity should be particularly studied.

CORRESPONDENCE FOR ABSTRACT AND PRÉCIS-WRITING.

No. 1. ●

Government House, Wellington, 3rd November, 1882.—My Lord,—I have this morning received from Ministers a memorandum (copy enclosed), signed by the Hon. Major Atkinson, Colonial Treasurer, in the absence of the Premier from Wellington, requesting me to forward to your Lordship the enclosed copy of a correspondence respecting the gallant efforts of certain persons at Timaru to save life from drowning, during the storm that occurred at that place on the 14th day of May last; with a view to the papers being laid before the Council of the Royal Humane Society.—I have, &c., JAMES PRENDERGAST.—The Right Hon. the Secretary of State for the Colonies.

Enclosure.

Memorandum for His Excellency.—Ministers have the honour to forward herewith an account of the efforts made by a number of persons to save life on the occasion of the shipwrecks at Timaru in May last. The Administrator of the Government will be aware of the great interest which those efforts created throughout the colony; and Ministers think that His Excellency will agree with them in the opinion that the account does no more than justice to the daring gallantry displayed—gallantry which would none the less have deserved the highest praise had the endeavours to save life not resulted in loss of life amongst those who made them. Ministers would be glad if His Excellency would forward the account to the Secretary of State for the Colonies, with a view to its being laid before the Council of the Royal Humane Society: any honours bestowed by whom upon the survivors will, it is believed, be richly deserved, and will be appreciated by the people of New Zealand.—H. A. ATKINSON (in the absence of the Premier). Wellington, 2nd November, 1882.

Sub-Enclosure.

Timaru, 7th August, 1882.—Sir,—I have the honour, by direction of the Timaru Relief Fund Committee, to lay before you a statement of facts (attached hereto) in connection with a recent disaster in the Timaru Roadstead, and a list of those who distinguished themselves in the endeavour to save life; and I am to express the hope that the circumstances of the case may be transmitted by your Government to the Royal Humane Society.—I have, &c., W. ZIESLER, Secretary, Timaru Relief Fund.—The Hon. the Colonial Secretary, Wellington.

No. 2.

Downing Street, 5th March, 1883.—Sir,—I have the honour to acknowledge the receipt of your Despatch No. 85, of the 3rd of November last, respecting the efforts of certain persons at Timaru to save life from drowning during a storm on the 14th May last. In accordance with the wish of your Ministers, the papers enclosed in your despatch were communicated to the Royal Humane Society, and I now have the honour to transmit to you, for the information of your Government, a copy of a correspondence which has passed between the Society and this department.—I have, &c., DERBY.—The Officer Administering the Government of New Zealand.

Enclosure.

Downing Street, 19th December, 1882.—Sir,—I am directed by the Earl of Derby to transmit to you, to be laid before the Royal Humane Society, a copy of a despatch, with its enclosure, from the Officer Administering the Government of New Zealand, respecting the efforts of certain persons at Timaru to save life from drowning.—I have, &c., J. BRAMSTON.—The Secretary, Royal Humane Society.

Sub-Enclosure 1.

Royal Humane Society Office, No. 4, Trafalgar Square, W.C., 21st February, 1883.—Sir, I have the honour to refer to your letter of the 19th December last, enclosing the copy of a despatch, No. 86, from the New Zealand Government; and I am directed to express the regret of my Committee that the case cannot be recognized in consequence of there being a society in Melbourne bearing the name of the " Royal Humane Society of Australasia;" and which society is anxious to recognize acts of bravery occurring within its own sphere. I am desired to forward a copy of a resolution which has been passed by the Committee of this Society at the suggestion of the Royal Humane Society of Australasia, as the latter institution proposes to grant rewards in Victoria, New South Wales, Queensland, South Australia, Western Australia, New Zealand, and Tasmania.—I

have, &c., J. W. HORNE, Secretary.—The Assistant Under-Secretary of State, Colonial Office, Downing Street.

Sub-Enclosure 2.

ROYAL HUMANE SOCIETY.—At a meeting of the Committee, held on the 20th February, 1883, at the Society's offices, 4, Trafalgar Square, London, the following resolution was adopted, viz.: "When a Humane Society is founded in any colony of Great Britain, with rules and regulations having similar objects to those of the Royal Humane Society, and offers medals and other honorary rewards for saving life from drowning, the Royal Humane Society shall, when requested by such colonial Humane Society, abstain from awarding its medals, &c., to residents in such colonies, and shall only comply with such request provided it reaches them through official channels, and is not disapproved of by the Governor. That the above rule shall not apply to officers and men of the Royal Navy or the Army on active service, who, wherever they may be quartered or stationed, shall, as heretofore, be recognized as having claims on the consideration of the Royal Humane Society when they save life from drowning at the risk of their own. That the Committee of the Royal Humane Society are prepared to receive, as heretofore, information of acts of courage and devotion in saving life from drowning in the colonies; but in the cases contemplated, where the salvor is a colonist, notice of the application shall (after being recorded) be remitted to the Humane Society of the colony. If the colony has no Humane Society recognized by the Governor, then the case shall be adjudiated by the Committee of this Society."—Extracted from the minute-book. True copy.—J. W. HORNE, Secretary.

No. 3.

Government House, Auckland, 21st May, 1883.—My Lord,—I have the honour to acknowledge the receipt of your Lordship's Despatch No. 15, of the 5th March last, covering a copy of a correspondence which has passed between the Royal Humane Society and the Colonial Office, concerning the request made by the Government of New Zealand that the gallant efforts of certain persons at Timaru, in this colony, to save life from drowning should be brought before the Society. 2. The Committee have evidently acted under a misapprehension as to the facts of the case. This colony "has no Humane Society recognized by the Governor." I learn, from the enclosures to your Lordship's despatch, that there is "a society in Melbourne bearing the name of the Royal Humane Society of Australasia," but, as neither I nor my Government have any cognizance of that society, New Zealand cannot be regarded as within its sphere. 3. I transmit herewith a copy of a memorandum which I have received from my Ministers on the subject, and I have the honour to suggest that, should your Lordship see fit, these facts should be brought to the notice of the Committee, in order that the case may be adjudicated by them.—I have, &c., WM. F. DRUMMOND JERVOIS.—The Right Hon. the Earl of Derby, &c.

Enclosure.

Memorandum for His Excellency.—In returning to His Excellency the despatch and enclosed correspondence respecting an application for the Royal Humane Society's recognition of efforts to save life during a storm at Timaru in May, 1882, the Premier has the honour to reply to the question put by His Excellency, that it does not appear that the Royal Humane Society of Australasia, at Melbourne, has been recognized by New Zealand, or indeed that any correspondence has taken place with the New Zealand Government regarding that society. The Premier would be glad if His Excellency would ask the Colonial Office to communicate these facts to the Royal Humane Society, and to state that it is the desire of this Government that New Zealand cases of bravery with respect to saving life should be considered and dealt with by that Society.—FRED. WHITAKER. Wellington, 8th May, 1883.

ARITHMETIC.

1. Explain clearly the difference between *concrete* and *abstract* numbers.

2. Find the greatest number that will divide 365 and 7,345, leaving remainders of 13 and 41 respectively.

3. What is the least sum of money that can be paid in crowns, dollars (of 50d.), half-crowns, florins, shillings, and sixpences?

4. I started on a journey on the 24th of the month at a quarter to 2 o'clock in the afternoon: commenced on a steamer for 215 miles, steaming at the rate of $12\frac{1}{4}$ miles an hour, but a breakdown detained us for $5\frac{3}{4}$ hours. On arrival had to wait $3\frac{1}{2}$ hours for a train, which took me 310 miles at 18 miles an hour; then took a horse to ride 48 miles, but having ridden two-thirds of the way at 8 miles an hour he broke down, and I had to lead him in, walking at the rate of 3 miles an hour; my detentions for sleep and refreshment were $10\frac{1}{2}$ hours. When did I get to my journey's end?

5. If 60s. 6d. is taken off an account for £75 10s. in consideration of immediate payment, at what rate per cent. is the deduction made?

6. Find the value of $1\cdot 8\dot{3}$ of half a guinea + $4\cdot 25$ of 5s. + $3\cdot 36\dot{1}$ of $\cdot 8\dot{1}$ of £1 — $1\cdot \dot{4}$ of £3.

7. Some years ago the population of three towns was 25,460, 18,935, and 8,904; since then they have increased 10, 12, and 15 per cent. respectively. What is the average population of the three towns now?

8. What amount is paid for rent and rates on 15 acres 3 roods 24 perches, when the rent is £3 6s. 8d. an acre, and the rates 2s. 1d. in the pound on the rent?

9. I sold out of the Three-per-Cents at 92, and invested in Four-per-Cents at 98, thereby improving my income by £25 10s. What was the amount of my stocks in the Three-per-Cents?

10. What is the length of a rectangular figure whose breadth is 4 inches and which is equal in an area to a square whose side is $12\frac{1}{2}$ feet long?

GEOGRAPHY.

1. What is the distinction between a plain and a table-land, a gulf and a bay, a strait and an estuary? Give two examples of each, and say where they are to be found.

2. Draw an outline map of British India, marking on it the Presidencies, with their capitals, the chief mountains, and rivers.

3. Give as full an account as you can of the animal life and vegetable and mineral productions of New Zealand.

4. Describe the oceanic currents in the Atlantic, and account for them.

5. What are the chief causes that determine the climate of a place; and how do they severally operate?

6. What date and hour was it in England at 10 o'clock this morning in New Zealand?

LATIN.

1. Translate—

Quis desiderio sit pudor aut modus
Tam cari capitis? Praecipe lugubres
Cantus, Melpomene, cui liquidam pater
    Vocem cum cithara dedit.

Multis ille bonis flebilis occidit
Nulli flebilior quam tibi, Virgili.
Tu frustra pius, heu! non ita creditum
    Poscis Quintilium Deos.

Ergo Quintilium perpetuus sopor
Urget! cui Pudor, et Justitiae soror
Incorrupta Fides, nudaqua Veritas,
    Quanda ullum inveniet parem?

Quod si Threïcio blandius Orpheo
Auditam moderere arboribus fidem;
Non vanae redeat sanguis imagini,
    Quam virga semel horrida,

Non lenis precibus fata recludere,
Nigro compulerit Mercurius gregi.
Durum! Sed levius fit patientia,
    Quidquid corrigere est nefas.

2. Who were Melpomene, "pater," and Orpheus? Explain the allusion to the latter.

3. Translate—

Ille et nefasto te posuit die,
Quicunque primum, et sacrilega manu
    Produxit, arbos, in nepotum
        Perniciem opprobriumque pagi:

Illum et parentis crediderim sui
Fregisse cervicem, et penetralia
    Sparsisse nocturno cruore
        Hospitis; ille venena Colcha

Et quidquid usquam concipitur nefas,
Tractavit, agro qui statuit meo
    Te, triste lignum, te caducum
        In domini caput immerentis.

4. Scan the first stanza in this passage (Question 3), and name the metres.

5. Translate—

Fuere ea tempestate qui dicerent, Catilinam, oratione habita, quum ad jusjurandum populares sceleris sui adigeret, humani corporis sanguinem vino permixtum in pateris circumtulisse; inde quum post execrationem omnes degustavissent, sicuti in sollemnibus sacris fieri consuevit, aperuisse consilium suum, atque eo dictitare fecisse, quo inter se magis fidi forent, alius alii tanti facinoris conscii.   Nonnulli ficta et haec et multa praeterea existimabant ab iis, qui Ciceronis invidiam, quae postea orta est, leniri credebant atrocitate sceleris eorum, qui poenas dederant.   Nobis ea res pro magnitudine parum comperta est.

6. Parse, giving rules, all the words in the last sentence, "Nobis ea res," &c.

7. Give the rules of syntax which relate to the accusative of the object.

GREEK—XENOPHON'S CYROPAEDIA, BOOKS I. AND II.

1. Translate—

(a.) Ἄνδρες φίλοι, ἐγὼ προσειλόμην μὲν ὑμᾶς, οὐ νῦν πρῶτον δοκιμάσας, ἀλλ' ἐκ παίδων ὁρῶν ὑμᾶς ἃ μὲν καλὰ ἡ πόλις νομίζει, προθύμως ταῦτα ἐκπονοῦντας, ἃ δὲ αἰσχρὰ ἡγεῖται, παντελῶς τούτων ἀπεχομένους. ὧν δ'ἕνεκα αὐτός τε οὐκ ἄκων εἰς τόδε τὸ τέλος κατέστην καὶ ὑμᾶς παρεκάλεσα δηλῶσαι ὑμῖν βούλομαι. ἐγὼ γὰρ κατενόησα ὅτι οἱ πρόγονοι χείρονες μὲν ἡμῶν οὐδὲν ἐγένοντο· ἀσκοῦντες γοῦν κἀκεῖνοι διετέλεσαν ἅπερ ἔργα ἀρετῆς νομίζεται· ὅ,τι μέντοι προσεκτήσαντο τοιοῦτοι ὄντες ἢ τῷ τῶν Περσῶν κοινῷ ἀγαθὸν ἢ αὑτοῖς, τοῦτ' οὐκέτι δύναμαι ἰδεῖν.

(b.) Ἐξέτασιν δέ ποτε πάντων τοῦ Κύρου ποιουμένου ἐν τοῖς ὅπλοις καὶ σύνταξιν ἦλθε παρὰ Κυαξάρου ἄγγελος λέγων ὅτι Ἰνδῶν παρείη πρεσβεία· κελεύει οὖν σε ἐλθεῖν ὡς τάχιστα. φέρω δέ σοι, ἔφη ὁ ἄγγελος, καὶ στολὴν τὴν καλλίστην παρὰ Κυαξάρου· βούλεται γάρ σε ὡς λαμπρότατα καὶ εὐκοσμότατα προσάγειν, ὡς ὀψομένων τῶν Ἰνδῶν ὅπως ἂν προσίῃς. ἀκούσας δὲ ταῦτα ὁ Κῦρος παρήγγειλε τῷ πρώτῳ τεταγμένῳ ταξιάρχῳ εἰς μέτωπον στῆναι, ἐφ' ἑνὸς ἄγοντα τὴν τάξιν, ἐν δεξιᾷ ἔχοντα ἑαυτὸν, καὶ τῷ δευτέρῳ ἐκέλευσε ταὐτὸ τοῦτο παραγγεῖλαι, καὶ διὰ πάντων οὕτω παραδιδόναι ἐκέλευσεν. οἱ δὲ πειθόμενοι ταχὺ μὲν παρήγγελλον, ταχὺ δὲ τὰ παραγγελλόμενα ἐποίουν, ἐν ὀλίγῳ δὲ χρόνῳ ἐγένοντο τὸ μὲν μέτωπον ἐπὶ τριακοσίων, τοσοῦτοι γὰρ ἦσαν οἱ ταξίαρχοι, τὸ δὲ βάθος ἐφ' ἑκατόν.

2. Decline ἀνήρ, σύ, and ὅστις.

3. Compare φίλος, καλός, αἰσχρός, κακός, and ἀγαθός.

4. Parse fully—προσειλόμην, κατέστην, ἰδεῖν, and ὀψομένων.

5. Write down—(a.) The various moods of κατέστην and ἰδεῖν. (b.) Second aor. sub. act. of ἔχω. (c.) Imp. ind. of δύναμαι. (d.) Pres. part. of πάρειμι in its two meanings.

6. Conjugate the following: φέρω, ὁράω, προσάγω, ἔχω, ἵστημι, and πείθω,

7. Give the meaning of πείθω in the several voices; and mention which tenses of ἵστημι are transitive and which intransitive.

8. Give a brief account of the Cyrus that forms the subject of this treatise. By what title is he distinguished from the hero of the *Anabasis?*

FRENCH.

1. Translate—·

Un jour après dîner je venais d'écrire un mémoire de dépenses dans la chambre du conseil, et je l'avais renfermé dans un pupitre dont on m'avait donné la clef. A peine fus-je sorti, que Marino, officier municipal, dit à ses collègues, quoiqu'il ne fût pas de service, qu'il fallait ouvrir le pupitre, examiner ce qu'il contenait, et vérifier si je n'avais pas quelque correspondance avec les ennemis du peuple. "Je le connais bien," ajouta-t-il, "et je sais qu'il reçoit des lettres pour le roi." Puis, accusant ses collègues de ménagements, il les accabla d'injures, les menaça, comme complices, de les denoncer au conseil de la commune; et il sortit pour exécuter ce dessein. On dressa aussitôt un procès verbal de tous les papiers que contenait mon pupitre, on l'envoya à la commune, où Marino avait déjà fait sa denonciation.

2. In the above extract explain the meaning and the origin of the construction, *Je venais d'écrire;* also of the *-t* in *ajouta-t-il,* and give the general rule for its employment.

3. Write notes on the different usages of *pas, point; plus, davantage;* and give examples.

4. Write down throughout the past subjunctive of *avoir,* the present indicative of *appeler,* the future indicative of *voir,* the present subjunctive of *concevoir,* and the imperative of *savoir.*

5. Translate—

(1.) Tâche sans tache. De retour chez moi mon garçon me dit que j'avais bien fait de m'évader. Je fit part à mon ami de notre conversation. J'en serais au désespoir. Il me vint à l'idée de lui demander.

(2.) Bring your brother with you, and tell him he must bring his books. Have you a headache? That coat suits you well.

6. Write a letter in French to a friend. Choose your own subject. The letter to be not less than one page of foolscap.

GERMAN.

1. Translate into English—

Ich will nicht schlechter von mir denken als von meinem Hunde. Vorigen Winter ging ich in der Dämerung an dem Kanale und hörte etwas winseln. Ich stieg hinab und griff nach der Stimme, und glaubte ein Kind zu retten, und zog einen Pudel aus dem Wasser. Auch gut, dachte ich. Der Pudel kam mir nach, aber ich bin kein Liebhaber von Pudeln. Ich jagte ihn fort, umsonst; ich prügelte ihn von mir, umsonst. Ich liesz ihn des Nachts nicht in meine Kammer; er blieb vor der Thüre auf der Schwelle. Wo er mir zu nahe kam, stiesz ich ihn mit dem Fusze; er schrie, sah mich an, un wedelte mit dem Schwanze. Noch hat er keinen Bissen Brod aus meiner Hand bekommen, und doch bin ich der einzige dem er hört und der ihn anrühren darf. Er springt vor mir her und macht mir seine Künste unbefohlen vor. Es ist ein häszlicher Pudel, aber ein gar zu guter Hund. Wenn er es länger treibt, so höre ich endlich auf, den Pudeln gram zu sein.

2. Decline in the singular and plural the nouns *der Hammer, der Fisch, das Haus,* and *die Feder.*

3. What would be the German of " Tell it Lady Stuart "?

4. Give the past participles of *untergehen* and *verbergen.*

5. Translate into German—

One day he started from home with a drove of young horses, all in high condition, with which he hoped to do great things at the fair he was about to visit. He rode on, thinking what use he would make of his gains, both in future investments and in little additions to the pleasures of the moment, and was lost in thought as he came to that part of the road which runs parallel with the Elbe, when, just beneath a noble Saxon castle, his horse shied.

** The above translation must be written in German characters.

ITALIAN.

1. Translate into English—

Un vecchio Ateniese cercava posto a' giuochi Olimpici, e zeppi erano i gradini dell' anfiteatro. Alcuni giovanastri suoi concittadini gli accennarono che s'accostasse, e quando cedendo all' invito pervenne a grande stento sino a loro, invece d'accoglienza trovò indegne risate. Respinto il povero canuto da un luogo all' altro, giunse alla parte ove sedeano gli Spartani. Fedeli questi al costume sacro nella loro patria, s'alzano modesti, e lo collocano fra loro. Que' medesimi Ateniesi che lo avevano si svergognatamente beffato, furono compresi di stima pei generosi emuli, ed il più vivo applauso si levò da tutti i lati. Grondavano le lagrime dagli occhi del vecchio, e sclamava: "Conoscono gli Ateniesi ciò ch' è onesto, gli Spartani l'adempiono!"

2. How many ways of addressing a person are there in Italian? Compose a phrase, adapting same to each particular way.

3. *Bel, bell', bello. Gran, grand', grande.* Explain the use of the foregoing adjectives in each of their three forms, giving examples accordingly.

4. Render into Italian—

I love. Do you think they will do it? I do love. Did you think they would do it? I did not think they would come to-day. Whatever may happen. Whosoever may come will be welcome. Let him be awake or asleep, I must speak to him. However happy he may be, he always thinks himself unhappy. Whatever riches they may possess, they will never be contented. If you could lend me your horse, you would oblige me very much. I am very sorry I cannot to-day; if I could

I certainly would not refuse you. If you had asked for it yesterday, you could have had it then; or if you could wait till to-morrow, it would be at your disposal.

5. Give the compound of the present indicative of the reflective verb *ingannarsi* ("to be mistaken").

6. Cite a few of the Italian verbs having two forms of infinitive, and state which are the tenses derived from each form, giving also the past participle of the verbs.

TRIGONOMETRY.

1. Define what is meant by plane trigonometry, ratio, chord, sine, tangent, secant, cosine, cotangent, and cosecant.

2. Express the sine and cosine of the sum and difference of two angles in terms of the sines and cosines of the angles themselves, thus:—

Sin (A + B) =
Cos (A + B) =
Sin (A − B) =
Cos (A − B) =

3. Show that—

Sin 2A = 2 Sin A Cos A.
Cos 2A = 2 Cos²A − 1 = 1 − 2 Sin²A = Cos²A − Sin²A.
Sin 3A = 3 Sin A − 4 Sin³A.
Cos 3A = 4 Cos³A − 3 Cos A.

4. Show that—

$$\text{Sin } 18° = \frac{\sqrt{5}-1}{4}.$$

$$\text{Sin } 36° = \frac{\sqrt{(10-2\sqrt{5})}}{4}.$$

5. Find the side of a pentagon inscribed in a circle whose radius is 1.

6. Demonstrate that the angle subtended at the centre of a circle by an arc which is equal in length to the radius is an invariable angle, and determine the value of that angle in degrees.

7. A circular park 100 yards in diameter is surrounded by a belt of plantation 20 yards wide. What is the area of the plantation?

8. The height of a house subtends a right angle at an opposite window, the top being 60° above a horizontal straight line. Find the height of the house, taking the breadth of the street to be 30 feet.

9. Find the distance between two objects A and B, separated from each other by a marsh, from the following data, viz.: AC = 500 yards; BC = 450 yards; and the angle ACB = 66° 30′.

10. In a triangle, given A = 68° 23′, B = 62° 40′, a = 5,000, find b and c.

ALGEBRA.

1. Express with brackets—(1) taking the terms three together, and (2) using an inner bracket, including in it the latter two of the three terms within the outer brackets—

$(6x^3 + 5y^3 - 4x^2 - 3y^2 + 2x - y).$

2. Add $\dfrac{x^2+2x-3}{x^3-1}$, $\dfrac{1}{x-1}$, $\dfrac{x+2}{x^2+x+1}$.

3. Resolve into fractions $x^4 - 4x^2y + 4y^2$; also $a^2x^2 - 10ax + 25$.

4. Divide $a^2(b+c) - b^2(a+c) + c^2(a+b) + abc$ by $a - b + c$.

5. Extract the square root of $\frac{1}{25}x - \frac{2}{5}x(\frac{1}{6}y - \frac{1}{12}z) + \frac{1}{36}y - \frac{1}{3}y\frac{1}{12}z + \frac{1}{144}z$.

6. Simplify $\left(\dfrac{1-x^2}{1+y}\right)\left(\dfrac{1-y^2}{x+x^2}\right) \times \left(1 + \dfrac{x}{1-x}\right)$

7. Multiply $5x\sqrt[3]{(a-x)^2}$ by $3a\sqrt[3]{a-x}$.

8. Solve the following equations:—

$$x + \tfrac{1}{3}z = 32 - \tfrac{1}{2}y$$
$$\tfrac{1}{4}y - 15 + \tfrac{1}{5}z = -\tfrac{1}{3}x$$
$$\tfrac{1}{6}z = 12 - \tfrac{1}{4}x - \tfrac{1}{5}y$$

and

$$x = 8 - \sqrt{(5x+10)}.$$

9. Expand $(a-b)^4$, and explain the process you adopt.

10. When I had been three months in business I took a partner, our joint capital being £416. Six months after, we divided stock and gain, when I received £228 and my partner £252. What capital did we each invest?

11. What numbers are to one another as 2 : 3, and the sum of whose squares is 117?

GEOMETRY.

1. Define a superficies, a polygon, similar segments of circles, equal circles.

2. The angles made by one straight line with another on the same side of it are either two right angles, or together equal to two right angles.

3. The diagonals of every parallelogram bisect each other.

4. If a straight line be divided into any two parts, four times the rectangle contained by the whole line and one of the parts, together with the square on the other part, is equal to the square on the straight line which is made up of the whole line and that part.

5. The angles in the same segment of a circle are equal to one another.

6. Describe a square about a given circle.

7. Given the base, the vertical angle, and the perpendicular in a plane triangle, to construct it.

NATURAL PHILOSOPHY.

1. Explain the telephone and microphone, and their application in practice.

2. How can the amount of moisture present in the atmosphere which immediately surrounds the observer in any moment of time be observed, and in what terms is it expressed?

3. How are differences of altitude measured with the barometer, and what corrections have to be applied?

4. What is latent heat? Describe the application of the air-pump to effect refrigeration.

5. Describe the forms of the electric light known as the "arc light" and the "incandescent light."

6. Describe the turbine water-wheel.

7. Explain the action of the siphon.

8. Describe the methods for ascertaining the specific gravity of solids, liquids, and gases.

CHEMISTRY.

1. What changes does arsenic undergo when heated (1) by itself in a current of CO_2, (2) in contact with air, (3) in contact with chlorine?

2. How can baric sulphate be converted into baric chloride? Give formulæ.

3. What is the percentage of boric anhydride (B_2O_3) in borax?

4. Describe the formation of ammonium amalgam, and explain why ammonium is considered to be a metal although it is composed of two elements.

5. Explain the bleaching action of chlorine.

6. How is hydrochloric-acid gas prepared, and what are its properties?

7. Explain why two molecules of hydrochloric acid are required to act upon an atom of zinc.

HISTORY.

1. What were the duties and privileges of the priests of the ancient Britons, the objects of their worship, and kind of sacrifices?

2. Explain "præmunire," "Lollards," "Fifth-Monarchy men," "Covenanters," "Self-denying Ordinance."

3. How did Henry IV. obtain the Crown?

4. Relate the proceedings of the Long Parliament, and give dates and circumstances of its first assembling and its final dissolution.

5. Describe the origin and growth of England's connection with, and power in, India.

6. What were the most remarkable legislative changes advocated in the reign of George III. which have since been effected?

BOOK-KEEPING.

1. The *Dr.* side of Stock in a merchant's ledger on commencing business amounts to £9,000, and the *Cr.* side to £50,000: the *Dr.* side of Profit and Loss at the time of adjusting his books amounts to £1,250, and the *Cr.* side to £875: the *Dr.* side of Merchandise amounts to £22,000, and the *Cr.* side to £16,000; the goods on hand are valued at £8,375: the *Dr.* side of ship "Nelson's" account is £17,500, and the *Cr.* side £5,500; the ship "Nelson" is unsold and valued at £16,000: the *Dr.* side of Cash amounts to £34,000, and the *Cr.* side to £19,375: the *Dr.* side of Bills Receivable amounts to £28,600, and the *Cr.* side to £18,000: the *Dr.* side of Bills Payable amounts to £11,000, and the *Cr.* side to £15,600: the *Dr.* side of J. Harvey's account is £7,000, and the *Cr.* side £8,000: the *Dr.* side of W. Brown's account is £6,400, and the *Cr.* side £5,000: the *Dr.* side of T. Jones's account is £8,000, and the *Cr.* side £8,400: the *Dr.* side of R. Morris's account is £11,000, and the *Cr.* side £9,000. *Set out the transactions under the respective accounts, and give a statement of the assets and liabilities, the gains and losses, and the merchant's present net capital.*

2. A merchant's property on commencing business amounts to £75,000, and his debts to £25,000. The result of his several transactions is as follows: His purchases of merchandise amount to £30,000, and the sales to £32,000: the cost and outlay for the ship "Nero" is £16,450, and the returns £8,000; the ship is unsold and valued at cost, £15,000: he ships goods as an adventure to Halifax, the costs and charges amounting to £6,300: his receipts of cash amount to £50,000, and the disbursements to £21,000: the bills received from his correspondents amount to £17,200, and those disposed of to £10,400: he has issued or accepted bills to the amount of £31,526, and the amount of such bills as have been redeemed or retired from circulation is £19,513: Brown and Co. owe him £17,500, and he owes them £21,000: J. Taylor is indebted to him £3,000, and he owes Taylor £2,000: S. Johnson owes him £6,000, and he is indebted to Johnson £4,000: Peterson and Co. owe him £8,500, and he owes them £2,400: he owes T. Fyfe £950: Jackson and Co. owe him £8,100, and he owes E. Russell £300: his gains as a factor amount to £637: and his outlay for rent, salaries, and petty expenses amounts to £1,650. *Required the present amount of the merchant's assets and liabilities, his gains and losses, and his net capital.*

JUNIOR.

ENGLISH.

1. Write the passage dictated to you.

2. Classify verbs, and explain each class, giving illustrative examples.

3. Write down, with their meanings, words of the same sound as the following, but differently spelt: Air, hair, bare, check, boar, pour, pole, were.

4. Explain clearly, with examples, the distinction between concord and government, direct and indirect object, complex and compound sentence, simple sentence and phrase.

5. Analyse the following :—

It is quite natural that such a man should speak with contempt of the great reformers of that time, because they did not know some things which he never would have known but for the salutary effects of their exertions.

6. Write a sketch of the life of the great Duke of Wellington.

Passage for Dictation.

Among men of less acquaintance with the subject of German taste, or of taste in general, the spirit of the accusation seems to be somewhat as follows: That the Germans, with much natural susceptibility, are still in a rather coarse and uncultivated state of mind, displaying, with the energy and virtues of a rude people, many of their vices also: in particular, a certain wild and headlong temper, which seizes on all things too hastily and impetuously; weeps, storms, loves, hates, too fiercely and vociferously; delighting in coarse excitements, such as flaring contrasts, vulgar horrors, and all sorts of showy exaggeration. Their literature, in particular, is thought to dwell with peculiar complacency among wizards and ruined towers, with mailed knights, secret tribunals, monks, spectres, and banditti. On the other hand, there is an undue love of moonlight and mossy fountains, and the moral sublime. Then we have descriptions of things which should not be described; a general want of tact; nay, often a hollowness and want of sense.

ARITHMETIC.

1. Add together, and prove the correctness of your answer—

£	s.	d.
7,743	13	$3\frac{1}{4}$
6,917	11	$9\frac{1}{2}$
14,376	15	$10\frac{1}{4}$
2,371	11	9
21,309	5	$8\frac{3}{4}$
1,528	3	6
6,408	13	$10\frac{1}{2}$
8,411	1	$5\frac{1}{4}$
5,298	4	9
23,198	2	7
631	7	$7\frac{1}{4}$
691	13	$9\frac{1}{2}$
2,865	14	2
876	3	$5\frac{3}{4}$
12,839	16	$6\frac{1}{4}$
1,076	5	4
327	15	$9\frac{1}{4}$
29,986	19	$11\frac{3}{4}$

2. How many pounds troy = ninety thousand pounds avoirdupois?

3. Find, by Practice, the value of 16oz. 6dwt. 20gr. of gold at £3 17s. 6d. per ounce.

4. Define a fraction, and show that its value is not altered if its numerator and denominator be both multiplied by the same number.

5. What part of $\frac{3}{4}$ of $\frac{4}{5}$ of 3 guineas is $\frac{2}{3}$ of $\frac{9}{7}$ of 15s. 9d.?

6. Arrange in order of magnitude (a) $2\cdot6$, (b) $\frac{19}{20}+1\frac{1}{2}$, (c) $1\frac{2}{5}+1\cdot35$, (d) $2\cdot3+\cdot2916$.

7. Simplify $\dfrac{\frac{4}{15}+\frac{1}{5}+\frac{2}{7}+\frac{1}{3}}{1-\frac{1}{2}+\frac{3}{4}+\frac{4}{5}+\frac{2}{3}}$.

8. A metre = $1\cdot09363$ yards; a decimetre = $\frac{1}{10}$ metre; a centimetre = $\frac{1}{100}$ metre. Express 3,571 feet in metres, &c.

9. If £1,200 produce £90 15s. simple interest in three years, in what time will £1,850 produce £112 12s. 6d. at the same rate?

10. If all the present denominations of English coins, from sovereigns down to farthings, inclusive, were being struck off simultaneously at the rate of 1,550 each per hour, what would be the total value of the money struck off in 14 days of 9 hours each?

11. A public speaker spoke for an hour. During the first quarter he spoke at the rate of 150 words a minute, then increased to 160 (with occasional rushes up to 180, 190, and 200 words a minute for, say, 5 minutes, 4 minutes, and 3 minutes respectively). The reporter took 6 hours to transcribe his notes: at what rate per minute did he write?

HISTORY.

1. Name the Kingdoms of the Heptarchy, their founders, and the tribes to which they belonged. What parts of Britain were not included in the Heptarchy?

2. Relate the chief social and political events of the reign of Edward I.

3. When and under what circumstances did England acquire Ireland, Scotland, and Wales?

4. Why was the Spanish Armada sent against England? Relate its fate.

5. What do you know of Stephen Langton, Owen Tudor, Arabella Stuart, William Penn, Dr. Sacheverell, Edmund Burke, Daniel O'Connell?

6. What wars has England been engaged in since 1800?

GEOGRAPHY.

1. Where are the following, and to whom do they belong: Buenos Ayres, Bahamas, Dantzic, Quillimane, Muskat, Pernambuco, Herat, Aracan, Callao, Magdala?

2. Describe fully the boundaries between Europe and Asia.

3. Write what you know of the Soudan.

4. Is (*a*) the Cape of Good Hope, (*b*) Cape Horn, north or south of the most southerly point of New Zealand? How much?

5. Describe as fully as you can the highest mountain, the longest river, the largest lake, and the most extensive plain in New Zealand.

6. What wind would take you in a balloon in a direct line from London to Liverpool? Over what counties would you pass, and what cities would you be likely to see if it were fine weather?

MAORI.

1. Translate into English the following:—

Tera iana whakarongo mai ki te take o te whawhai a Poutini raua ko Whaiapu, i heke mai ai raua. Noho nei raua noho nei, a ka mate a Hine-tu-a-hoanga i te puku riri ki a Ngahue raua ko tana ika ko Poutini, ka tahi ka peia atu ia kia haere atu a whakatika ake a Ngahue, ka heke atu he whenua ke, ka kite tonu hoki a Hine-tu-a-hoanga ka maunu taua hunga, ka whai haere ano i a raua, a noho rawa mai i Tuhua, a Ngahue raua ko tona ika, tau mai ai ki reira, ehara tau ngatahi mai ana, ka anga ano ka pei atu i a ia heoi, ka haere ano ka rapu kainga, hei terenga mo tana ika, ka kite atu ia i waho i te moana i tenei Motu i Aotea-roa, ka mea ia kia whakauria ki uta.

2. Translate into Maori the following:—

Before Tawhaki ascended up into the heavens, a son named Wahieroa had been born to him by his first wife. As soon as Wahieroa grew to man's estate, he took Kura for a wife, and she bore him a son whom they called Rata. Wahieroa was slain treacherously by a chief named Matukutakoto, but his son Rata was born some time before his death. It therefore became his duty to revenge the death of his father Wahieroa; and Rata, having grown up, at last devised a plan for doing this. He therefore gave the necessary orders to his dependents, at the same time saying to them, "I am about to go in search of the man who slew my father."

3. Translate the following into Maori:—

　　It is the same man; I know him by his name.

　　It is raining: go into the house.

　　The men are seeking for their cattle.

　　Mine is a better dog; he is always good.

　　That is a very good book.

4. Translate the following into English:—

　　I kite ahau i tetahi kiore e oma ana ki roto ki tena kowhao.

　　Tena ano he toko pai; he taura roa hoki mo to koutou poti.

　　Ae, ina hoki i taka ta matou poaka ki roto ki taua poka inanahi.

　　Kua riro nga tangata katoa, kua oti ta ratou mahi.

　　Ka mamae toku kaokao i hinga ahau ki runga ki te puranga kowhatu.

5. Write a letter to the Native Minister, giving your opinion as to the probable result of Tawhiao's visit to England.

SENIOR.

ENGLISH.

Having read the accompanying correspondence,—

1. Make a short abstract, schedule, or docket of the several letters (and enclosures if necessary).

2. Draw up a memorandum or *précis: i.e.*, a brief and clear statement of what passed, not letter by letter, but in the form of a narrative.

Directions.

1. The object of the abstract, schedule, or docket is to serve as an index. It should contain the date of each letter, the names of the persons by whom and to whom it is written, and, *in as few words as possible*, the subject of it. The merits of such an abstract are: (1) To give the really important point or points of each letter, omitting everything else; (2) to do this briefly, (3) distinctly, and (4) in such a form as to readily catch the eye.

2. The object of the memorandum or *précis, which should be in the form of a narrative*, is that any one who had not time to read the original correspondence might, by reading the *précis*, be put in possession of all the leading features of what passed. The merits of such a *précis* are: (1) To contain all that is important in the correspondence, and nothing that is unimportant; (2) to present this in a consecutive and readable shape, expressed as distinctly as possible; (3) to be as brief as is compatible with completeness and distinctness.

You are recommended to read the whole correspondence through before beginning to write, as the goodness both of the abstract and of the *précis* will depend very much on a correct appreciation of the relative importance of the different parts.

Brevity should be particularly studied.

Correspondence for Abstract and Précis-writing.

No. 1.

Downing Street, 8th August, 1882.—Sir,—I have the honour to acknowledge the receipt of your despatches of the numbers and dates noted in the margin, forwarding resolutions of the Senate of the University of New Zealand in connection with the examinations for military cadetships at

3—H. 4.

Sandhurst. I have also received your despatch of the 18th May, enclosing a memorandum addressed to you by the Premier, respecting the medical examination in New Zealand of candidates for cadetships. Copies of these despatches were forwarded for the consideration of the Secretary of State for War in a letter of which a copy is enclosed; and I have the honour to transmit to you, for the information of your Government, and for that of the Senate of the University, a copy of the reply which has been received from the War Office, conveying the decision of Mr. Secretary Childers in respect of the various points which have been submitted.—I have, &c., KIMBERLEY.—Governor the Hon. Sir A. H. Gordon, G.C.M.G., &c.

Enclosure 1.

Downing Street, 25th July, 1882.—Sir,—With reference to your letter of the 20th of October last, and to previous correspondence respecting the rules which govern the grant of cadetships at the Royal Military College to successful candidates of the chartered Universities of Australia and New Zealand, I am directed by the Earl of Kimberley to transmit to you, to be laid before Mr. Secretary Childers, a copy of a despatch from the Governor of New Zealand, of the 15th May, forwarding resolutions of the Senate of the University of that colony on the subject of the examination for the nomination of military cadets. 2. I am at the same time to transmit to you a copy of a further despatch from Sir A. Gordon, of the 15th of May, with a resolution of the Senate of the University of New Zealand, requesting that the Government should be moved to take further steps to obtain the recognition of the first section of the examination for the degree of Bachelor of Arts, as equivalent to the further examination of candidates for admission by competition. 3. Lord Kimberley understands that candidates nominated by the colonial Universities to the cadetships allocated to the students of these Universities will be admitted to the Royal Military College without further examination, and will not undergo any competitive examination, though they will, of course, be required to pass those examinations which are necessary qualifications for a commission. He presumes, therefore, that the information desired by the Senate of the University of New Zealand relates, not to the cadets nominated by the University, but to other students of the University who may be desirous of entering the Royal Military College. 4. I am also desired, with reference to your letter of the 28th of February, to enclose a copy of a despatch from Sir A. Gordon, of the 18th of May, with its enclosure, respecting the medical examination in New Zealand of candidates for cadetships; and I am to request that you will move Mr. Childers to inform Lord Kimberley of the answers which should be returned to the various questions raised in Sir A. Gordon's despatches.—I have, &c., JOHN BRAMSTON.—The Under-Secretary of State, War Office.

Enclosure 2.

War Office, 29th July, 1882.—Sir,—I am directed by the Secretary of State for War to acknowledge the receipt of your letter of the 25th instant, forwarding copies of despatches from the Governor of New Zealand, together with resolutions of the Senate of the University of that colony, relative to the examination required of members of the University previous to their nomination as cadets at the Royal Military College, Sandhurst. With regard to the resolution dated 15th March, 1882, Mr. Secretary Childers desires me to acquaint you, for the information of the Secretary of State for the Colonies, that, the ordinary entrance examination for the Royal Military College being strictly competitive, it would be impossible to recognize the first section of the examination for the degree of B.A. at the New Zealand University as equivalent to the further examination specified in paragraph 18 of the accompanying regulations, except so far as relates to the students whom the University authorities are entitled, under certain conditions, to nominate at the rate of one per annum. I am further to remark that the rules approved by the Secretary of State, and notified to you in my letter of the 8th June, 1881, came into operation from that date; and that the certificate of a medical officer of the Armed Constabulary in New Zealand will, under the circumstances mentioned, be accepted as sufficient evidence of the physical fitness for the army of University candidates for admission to the Royal Military College.—I have, &c., RALPH THOMSON.—The Under-Secretary of State, Colonial Office.

No. 2.

Downing Street, 9th April, 1883.—Sir,—With reference to that portion of my predecessor's despatch of the 24th August, 1880, which relates to a proposal that preliminary examinations for the Royal Military College, Sandhurst, should be conducted by means of papers sent out to the colonies by the Civil Service Commissioners, I have the honour to transmit to you, to be laid before your Government, an extract of a letter from the War Office, stating that the Civil Service Commissioners will be prepared, upon being informed that a person residing in any of the more important distant colonies is desirous of passing the preliminary examination for admission, to forward to the Governor of the colony in question a sealed packet of examination-papers, with explanations as to the mode of conducting the examination; or, should the demand for examination be recurrent, they would be willing to supply papers beforehand, to be used by the Governor as occasion might require. It will be noticed that this arrangement supersedes that which was previously announced in Lord Kimberley's despatch of the 30th June, 1881, under which preliminary examinations for Sandhurst would have been conducted in accordance with the prescribed regulations by the authorities of any Universities or Colleges possessing Royal Charters, but that it does not affect the annual grant of a cadetship to such Universities. Your Government will also observe that, in consequence of the increased facilities afforded by the present arrangement, it will now be unnecessary to take any steps in the direction indicated in the earlier of the two despatches referred to, with the view of choosing a common centre of examination in Australia.—I have, &c., DERBY.—The Officer Administering the Government of New Zealand.

Enclosure.

Extract from a letter from the War Office to the Colonial Office, dated 9th March, 1883.— "I am to observe that a communication has been received from the Civil Service Commissioners, from which it appears that, upon its being notified to them that a person residing in any of the more important distant colonies is desirous of passing in the colony the 'preliminary' examination for admission to Sandhurst, they will be prepared to forward to the Governor of the colony in question a sealed packet of examination-papers, accompanied by instructions as to the mode of conducting the examination; or, should the demand for examination in the colony be likely to be recurrent, they would be willing, for the purpose of avoiding delay, to supply the Governor with papers beforehand, to be used by him when the occasion should arise. This course will accordingly be adopted, in preference to the arrangement, originally proposed, of holding preliminary examinations in the colonies under the authority of chartered colonial Universities."

No. 3.

Downing Street, 9th April, 1883.—Sir,—With further reference to the despatch of the Officer Administering the Government of the 3rd of October, I have the honour to transmit to you, for communication to your Government, an extract of a letter which has been received from the War Office, in respect of the proposal of the authorities of the New Zealand University that students who had passed the first local examination for the degree of B.A., and are candidates for admission into the army, should be placed on the same footing as graduates and students of the Imperial Universities. As regards the further point raised in the enclosure to the Administrator's despatch above referred to, you will observe, from another despatch of this day's date, that the arrangement under which the colonial Universities were empowered to conduct preliminary examinations for Sandhurst has been superseded by a system which will admit of more general application.—I have, &c., DERBY.—Governor Sir W. F. D. Jervois, G.C.M.G., C.B., &c.

Enclosure.

Extract from a letter from the War Office to the Colonial Office, dated 9th March, 1883.— "With reference to my letter of the 8th December last, and to the papers which you forwarded on the 22nd of the following month, relative to the curriculum at the New Zealand University, I have the honour to acquaint you, by direction of the Secretary of State for War, for the Earl of Derby's information, that, in the absence of any information as to the standard of attainment required in the several subjects comprising the first B.A. examination at the above University, it is impossible to decide whether the examination referred to can be accepted as equivalent to the examinations of the Home Universities, as set forth in paragraph 2 (b) of the Regulations for Admission to the Royal Military College at Sandhurst."

ARITHMETIC.

1. A man bought 184 shares at 15s. 6d.; sold 75 at 17s. 9d., and 40 at 19s. 11d.; then came a fall, and he had to part with the remainder at 11s. 6d.: how did he come out of the transaction?

2. Extract the square root of $(1^3+2^3+3^3+4^3+5^3+6^3+7^3+8^3+9^3)$.

3. Find $(\frac{1}{3}+\frac{4}{9}+\frac{5}{6}-\frac{1}{2}) + \frac{4}{10}$ of £556 10s. 0¾d.

4. If the G.C.M. of two numbers be 5·7, and L.C.M. 68·4, find the two numbers.

5. Prove that every cipher added to the left of a decimal fraction reduces its value tenfold. Express $\frac{1}{8}$ and $\frac{43}{8}$ as decimals, and divide each result by 1,000.

6. Find the difference between simple and compound interest on £605 15s. 6d. at 6½ per cent. in four years.

7. The number of children attending school in New Zealand was as follows:—

					Government Schools.	Private Schools.
1871 ...	...	...	...	...	14,953	16,757
1881 ...	...	...	...	...	87,811	13,538

Find the increase and decrease per cent. in the two cases.

8. A sheet of glass is 3ft. 9in. long by 2ft. 7½in. wide: how much must be cut off the *length* so that it may cover a surface of one square yard?

9. What is the difference between a banker's and the true present worth of a three months' bill for £75 10s. 6d., drawn on the 10th June and discounted the same day at 7½ per cent.?

10. An average of 16,200 persons pass a certain corner every day between 8 a.m. and 6 p.m., and the average for the remainder of the time is 9 per minute. Every second person is a man, every fifth a woman, and the rest are girls and boys in the proportion of one of the former to two of the latter. How many of each pass between the 1st March and the 10th April, inclusive?

11. What alteration would be made in a person's income by selling £4,500 out of the Three-per-cents at 98, and buying 5-per-cent. debentures at 102?

GEOGRAPHY.

1. How do you account for the aurora australis, monsoons, Sargasso Sea, and icebergs?

2. By what different names are rotary storms known in different regions? Describe them.

3. Draw an outline map of the East Indian Archipelago, Australia, New Zealand, New Hebrides, New Caledonia, and Fiji Islands, so as to show their relative positions.

4. Where are the following, and for what are they noted: Agra, Boston, Chicago, Moscow, Toulouse, Herzegovina, Durban, and Meerut?

5. Name the principal harbours of New Zealand, and state the distance by sea each is from the most central one.

6. Describe the distinctive animal and vegetable life of Australia.

LATIN.

1. Translate—

Quem virum aut heroa lyra vel acri
Tibia sumis celebrare, Clio ?
Quem deum ? Cujus recinet jocosa
    Nomen imago,
Aut in umbrosis Heliconis oris,
Aut super Pindō, gelidove in Haemo ?
Unde vocalem temere insecutae
    Orphea silvae,

Arte materna rapidos morantem
Fluminum lapsus, celeresque ventos ;
Blandum et auritas fidibus canoris
    Ducere quercus.
Quid prius dicam solitis parentis
Laudibus, qui res hominum ac deorum,
Qui mare ac terras, variisque mundum
    Temperat horis ?

2. Where are the mountains mentioned above situated ? For what are they celebrated ? What are their modern names ?

3. Translate—

Bacchum in remotis carmina rupibus
Vidi docentem (credite, posteri !),
    Nymphasque discentes, et aures
        Capripedum Satyrorum acutas.
Fas pervicaces est mihi Thyiadas,
Vinique fontem, lactis et uberes
        Cantare rivos, atque truncis
            Lapsa cavis iterare mella.

Euoe ! recenti mens trepidat metu,
Plenoque Bacchi pectore turbidum
    Laetatur. Euoe ! parce, Liber !
        Parce, gravi metuende thyrso !

4. Explain arsis, thesis, synaeresis, diaeresis, caesura (strong and weak). Give examples.

5. Translate—

Deos hominesque testamur, imperator, nos arma neque contra patriam cepisse, neque *quo periculum aliis faceremus*, sed uti corpora nostra ab injuria tuta forent, qui miseri, egentes, violentia atque crudelitate feneratorum plerique patriae, sed omnes *fama atque fortunis expertes sumus ;* neque cuiquam nostrum licuit more majorum lege uti, neque amisso patrimonio liberum corpus habere, tanta saevitia feneratorum atque praetoris fuit. Saepe majores vestrum, miseriti plebis Romanae, decretis suis inopiae ejus opitulati sunt ; ac novissime memoria nostra, propter magnitudinem aeris alieni, volentibus omnibus bonis, *argentum aere solutum est.*

6. Parse the words printed in italics, and make such notes as you think necessary with regard to them.

7. Write down the Roman calendar for April.

FRENCH.

1. Translate—

Les troupes de Guillaume abordèrent sans résistance à Pevensey, près de Hastings, le 28 septembre de l'année 1066. Les archers débarquèrent d'abord ; ils portaient des vêtements courts, et leur cheveux étaient rasés ; ensuite descendirent les gens de cheval, armés de longues et fortes lances, et d'épées droites à deux tranchants. Après eux sortirent les travailleurs de l'armée, pionniers, charpentiers, et forgerons, qui déchargèrent pièce à pièce, sur le rivage, trois châteaux de bois, taillés et préparés d'avance. Le duc ne vint à terre que le dernier de tous. Au moment où son pied touchait le sable, il fit un faux pas et tomba sur la face. Un murmure s'éleva ; des voix crièrent : "Dieu nous garde ! c'est mauvais signe." Mais Guillaume, se relevant, dit aussitôt : "Qu'avez-vous ? quelle chose vous étonne ? J'ai saisi cette terre de mes mains, et, par la splendeur de Dieu, tant qu'il y en a, elle est à vous." Cette vive repartie arrêta subitement l'effet du mauvais présage.

2. What is the difference in the meaning of the adjectives *brave, honnête, vilain, petit, fameux,* according as they are placed before or after the substantive ? Use *homme* to exemplify.

3. *Débarquèrent, portaient ; touchait, fit.* Explain the difference in the use of the perfect and imperfect indicative, as illustrated by these verbs in the above passage.

4. Give the French for " a dining-room," " a windmill," " a wine-glass," " a glass of wine," " a steamboat," " a straw hat ;" and explain the use of the prepositions *de* and *à* in rendering these words.

5. In the following sentences put the verbs in italics in the corresponding tense of the subjunctive : Il faut que nous *revenir* demain. Il n'y avait que vous qui *pouvoir* le faire. Je crains qu'elle ne le *savoir*. Fallait-il que votre frère s'y *rendre ?* Ma mère désirerait que vous *venir* avec nous.

6. Translate the following letter into French :—

Gilchrist Educational Trust,
4, Broad Sanctuary, S.W., 3rd January, 1883.

Sir,—

Referring to previous correspondence on the subject of the Gilchrist Scholarship biennially awarded to candidates from New Zealand, I have the honour to inform you that at the last examination for this scholarship the highest place was taken by Mr. John William Salmond, of the University of Otago, and that the scholarship has been awarded to him accordingly. I have to request that you will cause this information to be communicated to the authorities in New Zealand, and by them to Mr. Salmond, with an intimation that he will be expected to present himself here on the 1st of October next. I have, &c.,

R. G. W. Herbert, Esq., C.B.   William B. Carpenter.

GERMAN.

1. Translate into English—

In einer Gegend des Harzes wohnte ein Ritter, den man gewöhnlich nur den blonden Eckbert nannte. Er war ungefähr vierzig Jahre alt, kaum von mittlerer Grösze, und kurze helblonde Haare lagen schlicht und dicht an seinen blassen eingefallnen Gesicht. Er lebte sehr ruhig für sich und

war niemals in den Fehden seiner Nachbarn verwickelt, auch sah man ihn nur selten auszerhalb den Ringmauern seines kleinen Schlosses. Nur selten wurde Eckbert von Gästen besucht, und wenn es auch geschah, so wurde ihretwegen fast nichts in dem gewöhnlichen Gange des Lebens geändert, die Maszigkeit wohnte dort, und die Sparsamkeit selbst schien alles anzuordnen. Eckbert war alsdann heiter und auf geräumt; nur wenn er allein war, bemerkte man an ihm eine gewisse Verschlossenheit, eine stille zurückhaltende Melancholie.

2. State the genitive and plural of *der Schwan, das Schaf, der Haken, der Pudel, das Lamm, die Nadel, die Maus, der Staat.*

3. Give the genitive singular and nominative plural of the following substantives: *Der Stern, der Bürger, die Feder, das Segel, der Hase.*

4. What is, in German, " the young bird," and " the young birds"?

5. State the gender of *Stufe, Zahn, Ton, Strom, Dinte, Gabel, Freiheit, Liebe, Malerei.*

6. Translate into German—

A young man who had paid great attention to his studies, and consequently had made rapid progress, was once taken by his father to dine with a company of learned men. After dinner the conversation turned naturally upon literature and the classics. The young man listened to it with great attention, but did not say anything. On their return home his father asked him why he had remained silent when he had so good an opportunity of showing his knowledge. " I was afraid, my dear father," said he, "that if I began to talk of what I did know I should be interrogated upon what I do not know." " You are right, my dear boy," replied the father: "there is often more danger in speaking than in holding one's tongue."

₊₊* The above translation must be written in German characters.

TRIGONOMETRY.

1. In any plane triangle show that the sides are proportional to the sines of the opposite angles.

2. Prove that—

$$Sin (A+B) = SinA \ CosB + CosA \ SinB.$$
$$Sin (A-B) = SinA \ CosB - CosA \ SinB.$$
$$Cos(A+B) = CosA \ CosB - SinA \ SinB.$$
$$Cos(A-B) = CosA \ CosB + SinA \ SinB.$$

3. Prove that—

$$Sin \tfrac{1}{2} A = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

$$Cos \tfrac{1}{2} A = \sqrt{\frac{s(s-a)}{bc}}.$$

$$Tan \tfrac{1}{2} A = \sqrt{\frac{(s-b)(s-c)}{s(s-a)}}.$$

Area of triangle $= \sqrt{s(s-a)(s-b)(s-c)}.$

Radius of inscribed circle $= \sqrt{\frac{(s-a)(s-b)(s-c)}{s}}.$

4. Express the limits of the numerical values, also the signs of the sine, cosine, tangent, cotangent, secant, and cosecant, of all angles from 0° to 360° in the first, second, third, and fourth quadrants.

5. Show that—

$$Sin \ 22\tfrac{1}{2}° = \frac{\sqrt{(2 - \sqrt 2)}}{2}; \quad Cos \ 22\tfrac{1}{2}° = \frac{\sqrt{(2 + \sqrt 2)}}{2};$$
$$Tan \ 22\tfrac{1}{2}° = \sqrt2 - 1.$$

6. A circular pond covers an area of 4,840 square yards (one acre): what is the breadth, in yards, of a belt of plantation of uniform width surrounding it, and also containing one acre?

7. What is the area of a triangle of which the three sides are respectively 700, 899, and 1,068 links?

8. The hypotenuse of a right-angled triangle is 420, and the angle opposite to the perpendicular 33° 45′ 19″: what are the base and perpendicular?

9. In the triangle ABC, let AB=345 feet, BC=232 feet, and the angle A=37° 20′: what are the other angles and the third side?

10. In the triangle DEF, let DF=1,580 links, EF=1,228 links, and the angle F= 98° 40′: what are the angles D and E and the third side DE?

ALGEBRA.

1. Find the value of $\frac{x^5+a^5}{x-a}$, and prove your answer.

2. Find the G.C.M. of $2x^2-xy-6y^2$ and $3x^2-8xy+4y^2$, and the L.C.M. of x^2-1 and x^3-1.

3. What is the value of $\left(\frac{a^2+ab+b^2}{c-d}\right)\left(-\frac{c^2-d^2}{a+b}\right)\left(-\frac{a^3-b^3}{c+d}\right)$?

4. From $\tfrac{3}{4}a+6c-\tfrac{2}{5}b$ take $9c+\tfrac{2}{3}a-\tfrac{3}{10}b.$

5. Square $\frac{x}{2} - \frac{y}{3}$, and find square root of $\frac{4m^2}{n^2} - \frac{12mn}{mn} + \frac{9n^2}{m^2}.$

6. Simplify $\dfrac{\sqrt{(1-x)} + \frac{1}{\sqrt{(1+x)}}}{1 + \frac{1}{\sqrt{(1-x^2)}}}.$

7. Resolve $\frac{c+x}{c+y}$ into an infinite series.

8. Solve the following equations :—

$$\frac{bx}{a} - \frac{d}{c} = \frac{a}{b} - \frac{cx}{d}; \text{ and}$$

$$\left.\begin{array}{l}\frac{x+y}{10} + \frac{x-y}{2} = 0. \\[2mm] \frac{x+y}{5} + \frac{x-y}{2} = 1.\end{array}\right\}$$

9. Out of 40 tons of goods a certain portion was sold, and there remained 8 tons more than was sold. The goods were bought at £5 15s. per ton, and the portion sold was sold at 20 per cent. profit. At what price per ton must the remainder be sold so that the seller may gain £48 on the whole transaction?

10. Find the value of x in the following equation :—

$$\tfrac{5}{6}x^2 - \tfrac{1}{2}x + \tfrac{3}{4} = 8 - \tfrac{2}{3}x - x^2 + 22\tfrac{3}{4}.$$

11. Three numbers are in continued proportion; the sum of the first and second is 10, and the third exceeds the second by 24 : what are the numbers?

GEOMETRY.

1. Define postulates and axioms, and give two examples of each; also define an angle and a straight line.

2. Every parallelogram that has one of its angles a right angle has all its angles right angles.

3. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by these sides is a right angle.

4. Divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.

5. If one circle touch another internally, they shall not have the same centre.

6. The straight line drawn at right angles to the diameter of a circle, from the extremity of it, falls without the circle; and no straight line can be drawn from the extremity between that straight line and the circumference so as not to cut the circle : or, which is the same thing, no straight line can make so great an acute angle with the diameter at its extremity, or so small an angle with the straight line which is at right angles to it, as not to cut the circle.

7. When the centre of a circle described about a triangle falls within the triangle it is an acute-angled triangle, when the centre falls in one side it is a right-angled triangle, and when the centre falls without the triangle it is an obtuse-angled triangle.

NATURAL PHILOSOPHY.

1. What is meant by specific heat and latent heat?

2. Explain compensating pendulums and balance-wheels.

3. How is sound caused? Describe the mechanism of the human ear.

4. Explain the cause of Fraunhofer's lines in the solar spectrum, and the theory of spectrum analysis.

5. Explain the different forms of the electric light.

CHEMISTRY.

1. Explain the action of chlorine as a bleaching agent.

2. Describe the mode of preparation of nitrous oxide, and give an account of its composition and properties.

3. Describe the compounds of arsenic with oxygen, and explain Marsh's test for arsenic.

4. What percentage of iron is there in ferric oxide?

5. Describe and give the formulæ of the compounds of phosphorus and hydrogen.

ZOOLOGY.

1. Describe the circulation of the blood and the respiratory apparatus in fishes and mammals.

2. Give examples of the different classes of the sub-kingdom Mollusca.

3. To which orders do whales, dugongs, seals, dolphins, manatees, walruses, respectively belong? Describe the distinguishing characters of these orders.

4. What are the classes of the sub-kingdom Articulata?

5. What is the geographical distribution of the Marsupialia?

HISTORY.

1. Describe the forms of trial of accused persons under the Saxons, Normans, and Plantagenets respectively.

2. Whence does the Privy Council derive its origin? What were its main duties when first formed, and what are they now?

3. There are two triple alliances and two quadruple alliances well known in English history. Between what countries and for what purposes were these entered into?

4. Mention the chief literary Englishmen during the Georgian period, with their best-known works.

5. Acts confirming and extending the privileges granted by Magna Charta have been passed. Name them, and state their provisions.

BOOK-KEEPING.

1. Rule out the usual form for a " Trial Balance-sheet," and explain its purpose.

2. On which side should the " Assets " be placed, and on which side the " Liabilities "? And what does the difference between the two totals represent?

3. In writing up a cash-book, on which sides are the cash in hand, receipts of money, payments of cash, placed? And what is represented by the difference between the totals of the two sides?

4. Journalize the following entries:—

 (a.) Being instructed by Miles and Co., of Timaru, I drew upon Henry Buchanan, of Auckland, for £1,000 on demand, and handed the draft to the Bank of New Zealand for collection.

 (b.) Afterwards I find the following entry in my bank pass-book:—
  Draft, H. Buchanan, £1,000. (NOTE.—On which side of the pass-book was the entry shown?)

 (c.) Accepted Johnston, Thompson, and Co.'s draft at 60 d/st. in favour of Bank of New Zealand, for £1,500.

 (d.) Sold goods to Thomas Davies to the amount of £5,000, and received his acceptance at 3 mos.

 (e.) Invoice of goods shipped by Jones and Co., on board the "Dart," Saxby, master, for New York, by order and at risk of Messrs. Thomas Martin and Co., of New York:—

	£	s.	d.	£	s.	d.
2 trunks, ea. containing 50 pieces sheeting, £150	300	0	0			
Trunk and packing	3	0	0			
				303	0	0
1 bale containing 50 pieces sup. broadcloth ...	1,120	0	0			
Canvas and packing	3	10	0			
				1,123	10	0
				1,426	10	0

<div align="center">CHARGES.</div>

	£	s.	d.	£	s.	d.	£	s.	d.
Cartage, wharfage, and shipping ...	1	10	0						
Customs entries	3	5	0						
B/L and agents' commission ...	2	15	0						
				7	10	0			
2½ % commission on £1,434				35	17	0			
Insurance, @ 30/ % on £1,500 ...	22	10	0						
„ policy	4	2	6						
Commission, @ ½ %	7	10	0						
				34	2	6			
							77	9	6
Total							£1,503	19	6

 (f.) Balance due to Wm. Russell at date is £1,500. Sold him a parcel of tea for £1,000. Bought from him £800 worth of sugar. Gave my pro/note at one month for £800. Bought from him bales of cotton to value of £9,000. Paid him cash £1,500. Accepted his draft at two months for £1,000. Allowed him an abatement of £50 on the parcel of tea. Gave him my draft on Thomas Jenkins, at 90 d/st., for £2,050.

5. What is the balance of Wm. Russell's account?