

1886.
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,
Wellington, 3rd May, 1886.

SIR,—

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.

The Board consists of the following gentlemen :—

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, 1885, EXAMINATION.

JUNIOR EXAMINATION.

120 candidates were examined.

55 " passed.
65 " failed.

9 candidates failed in 4 subjects.

15	"	3	"
26	"	2	"
20	"	1	"

33	candidates failed in English.
31	Arithmetic.
43	History.
36	Geography.

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

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
1	Horne, George ..	Wanganui	Hawera School, 9 years; Collegiate School, Wanganui, 1 year	428	600	510	485	..	..	2023
2	Joyce, William Joseph..	Greymouth	Grammar School, Greymouth, 2 years; St. Patrick's School, 4½ years	500	530	485	410	..	..	1925
3	Munro, Fergus Ferguson	Nelson ..	State School, Westport, 7 years; Nelson College, 9 months	409	473	525	500	..	..	1907
4	Cruickshank, George ..	Auckland..	Private School, 2 years; Ponsonby District School, 3 years; Auckland Grammar School	451	575	490	305	..	..	1821
5	McCallum, John ..	Nelson ..	Borough School, Blenheim, 5 years; Renwick Public School, 1 year; Nelson College, 6 months	401	395	510	425	..	..	1731
6	Hickson, Joseph Marie..	Clyde, Otago	St. Patrick's School, Greymouth, 2 years; St. Patrick's School, Christchurch, 2 years; Clyde Public School, 4½ years	395	560	390	310	..	..	1655
7	Grubb, Mary ..	Napier ..	Napier District School, 3 years; Girls' High School, Napier, 1 year 8 months	414	478	355	365	..	..	1612
8	Milner, John Ernest ..	Nelson ..	Mrs. Daniell's School, 5 years; Bishop's School, 3 years; Bridge Street School, 2 years; Nelson College, 7 months	309	591	265	365	..	..	1530
9	Carson, William James	Wanganui	Wanganui Academy, 4 years; Wanganui High School, 4½ years; Wanganui Collegiate School, 4 terms	342	510	390	285	..	..	1527
10	Stewart, John William	Auckland..	Private School, 4 years; Auckland College and Grammar School, 6 years	326	505	405	285	..	..	1521
11	Beaglehole, Edward William	Wellington	Wesleyan Day-school, 3 years; Mount Cook School, 3 years; Wellington College, 1½ years	315	495	440	265	..	..	1515
12	Page, Robert Forbes ..	Wellington	Wellington Public Schools, 4½ years; Wellington College, 1½ years	292	450	435	305	..	..	1482
13	Littlejohn, James Gordon	Wellington	High School, Stirling, 2½ years; Gillespie's School, Edinburgh, 2 years; Terrace School, Wellington, 2½ years; Wellington College, 7 months	339	425	325	385	..	..	1474
14	Fraser, John Andrew ..	North Taieri	Waikouaiti School, 2½ years; North Taieri School, 4½ years; Dunedin High School, 1½ years	445	395	340	270	..	..	1450

JUNIOR EXAMINATION—continued.

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
15	Cowan, James ..	Kihikihi, Waikato	Kihikihi School, 6 years; Te Awamutu School, 3 years	270	488	315	375	..	..	1448
16	Dyer, Hardwicke Baddeley	Karori ..	Patea School, 6 years; Karori School, 2½ years; Wellington College, 6 months; Karori School, 6 months	377	398	325	345	..	..	1445
17	Bollard, John Ganley ..	Auckland..	Avondale Public School, 7 years..	281	308	450	410	..	..	1444
18	Mitchell, Walter Herbert	Wellington	Mount Cook School, 4 years; Wellington College, 2 years	285	411	425	315	..	..	1436
19	Blomfield, Edward Clare	Auckland..	Public School, 5 years; Auckland College and Grammar School, 2½ years	330	397	425	265	..	..	1417
20	Drummond, Robert ..	Wellington	Terrace School, 6 years; Wellington College, 1½ years	245	415	450	275	..	..	1385
21	Campbell, Gordon Alexander Noble	Wellington	Terrace School, 7 years; Wellington College, 1 year	356	440	345	240	..	..	1381
22	Biss, Noel Leslie Holm	Auckland..	Auckland College and Grammar School, 7 years 7 months	353	510	205	295	..	..	1363
23	Porritt, Edmund William	Masterton	Greytown School, 3 years ..	361	330	400	270	..	..	1361
24	Marchant, William ..	Wellington	Te Aro School, 1½ years; Mount Cook School, 5 years; Wellington College, 1½ years	331	465	290	260	..	..	1346
25	Smith, Arthur Ernest ..	Auckland..	Private School, 3 years; Newton West School, 2 years; Newton East School, 4 years; Newton Grammar School, 8 months	277	450	335	280	..	..	1342
26	Lightband, Ernest ..	Nelson ..	Spring Grove School, 4 years; Bridge Street School, 1 year; Nelson College, 7 months	278	406	345	305	..	..	1334
27	Sinclair, David Patrick	Wellington	Blenheim Borough School, 6 years; Wellington College, 2½ years	296	360	435	240	..	..	1331
28	Gardener, Percy Frederick	Wellington	Private School, Odiham, 3 years; Carterton State School, 4 years; Wellington College, 1½ years	373	415	335	200	..	..	1323
29	Whitehorn, Henry Saxon	Nelson ..	Havelock School, 2 years; Kaipara School, 3 years; Ashburton School, 1½ years; Wakefield School, 2½ years	291	350	255	425	..	..	1321
30	Jones, Arthur Edward..	Oamaru ..	North Dunedin School, 5 years; Oamaru District School, 1½ years	275	298	410	330	..	..	1313
31	Jordan, Claude Borlase	Wellington	Private School, Wanganui, 1½ years; Hutt State School, 2½ years	257	330	360	310	..	..	1257
32	Dixon, Joseph ..	Hokitika ..	Takaka School, 1½ years; Collingwood School, 1½ years; Hokitika Academy, 1 year; Hokitika State School, 3 years	327	313	285	330	..	..	1255
33	Wilkinson, William Thomson	Christchurch	Normal School, Christchurch, 4 years; Boys' High School, Christchurch, 2 years	281	270	385	315	..	..	1251
34	Iveson, Egbert Francis	Wanganui	Endowed School, 4 years; Collegiate School, 2 years; High School, 1 year	296	245	325	380	..	..	1246
35	Graham, Mary Eleanor	Napier ..	Napier District School, 3 years; Napier High School, 1 year 8 months	418	253	310	255	..	..	1236
36	Goldwater, Albert ..	Auckland..	Thames Grammar School, 5 years; Wellesley Street School, 4 years; Rev. P. Mason's, 6 months	400	250	265	305	..	..	1220
37	Thomson, Adam Francis	Auckland..	Newton Grammar School, 2½ years; Auckland Grammar School, 5 years	359	343	220	295	..	..	1217
38	Kenrick, Arthur Tom ..	Thames ..	Government School, Greymouth, 2 years; Thames Grammar School, 2 years; Thames High School, 3 years	297	456	250	205	..	..	1208
39	Fowler, Albert Edward	Lawrence	Lawrence District High School, 9 years; Dunedin High School, 1 year	224	480	235	260	..	..	1199
40	Darton, Arthur Wilson	Lawrence	Lawrence District High School, 10 years	367	346	265	200	..	..	1178
41	Murray, Jessie Margaret	Thames ..	Thames High School, 5 years ..	326	331	200	320	..	..	1177
42	Hossack, Arthur George	Auckland..	Milne's Institution, Fockabers, Scotland, 7 years; Middle District School, Dunedin, 3 years	279	338	209	350	..	..	1176
43	Morpeth, William Theodore	Wellington	Private School, 6 months; Mount Cook School, 3 years; Wellington College, 2 years 8 months	306	348	305	215	..	..	1174
44	Tarrant, Francis Saxon	Nelson ..	Lower Moutere School, 7 years; Nelson College, 1 year 7 months	275	338	265	295	..	..	1173
45	Mahoney, John William	Nelson ..	State School, Charleston, 8 years; Nelson College, 6 months	249	423	205	275	..	..	1152
46	Kilgour, Josephine Eva	Greymouth	Greymouth State School ..	302	290	315	240	..	..	1147
47	Rudd, Minchin ..	Christchurch	Greymouth Public School, 3½ years; Sydenham Public School, 6 years	278	345	290	225	..	..	1138
48	Bell, David ..	Wanganui	Boys' High School, 5 years; Collegiate School, 1½ years	339	315	280	200	..	..	1134
49	Radcliffe, Herbert Eaton	Wellington	Newtown School, 3 years; Wellington College, 2 years	324	353	245	200	..	..	1122
50	Lewis, James Clark ..	Wellington	Wellington District School, 3½ years; Private School, 1½ years	296	255	275	270	..	..	1096
51	Meacham, Francis Barr	Wellington	Mount Cook School, 7 years; Wellington College, 1 year 8 months	232	360	295	200	..	..	1087
52	Tabart, Francis Gerard	Christchurch	Mr. Cook's Private School, 2 years; High School, Christchurch, 2 years	200	248	350	255	..	..	1053
53	Rowdon, Frederick James	Wellington	Mount Cook School, 6 years; Wellington College, 2 years 8 months	208	405	205	200	..	..	1018
54	Barron, David Alfred Innes	Wellington	Terrace School, 5 years; Wellington College, 2 years 8 months	206	225	245	250	..	..	926
55	Woods, Ellen Rosa ..	Greymouth	Greymouth State School, 9 years ..	227	235	230	220	..	..	912

SENIOR EXAMINATION.

31 candidates were examined.
12 " passed.
19 " failed.

1 candidate failed in 7 subjects.

3	"	6	"
3	"	5	"
1	"	4	"
6	"	3	"
2	"	2	"
3	"	1	"

31 candidates examined, 22 passed, 9 failed in English.

31	"	29	"	2	"	Arithmetic.
31	"	20	"	11	"	Geography.
26	"	14	"	12	"	Latin.
1	"	1	"	0	"	Greek.

26	candidates	examined,	15	passed,	11	failed in	French.
0	"	"	0	"	0	"	German.
0	"	"	0	"	0	"	Italian.
0	"	"	0	"	0	"	Maori.
8	"	"	4	"	4	"	Trigonometry.
31	"	"	26	"	5	"	Algebra.
30	"	"	30	"	0	"	Geometry.
13	"	"	4	"	9	"	Physl. Science.
29	"	"	18	"	11	"	History.
1	"	"	0	"	1	"	Book-keeping.
0	"	"	0	"	0	"	Shorthand.

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

Order.	Name.	Residence.	Where educated.	Compulsory.					Optional.										Total.				
				English.	Arithmetic.	Geography.	Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Physical Science.	History.	Book-keeping.		Shorthand.			
			Maximum obtainable	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	..
1	Vaile, Edward Earle	Auckland ..	Auckland College and Grammar School, 7 years 2 terms	480 1st	458 1st	200 3rd	373 2nd	—	360 2nd	—	—	—	—	265 3rd	490 1st	420 2nd	395 2nd	—	—	—	—	—	3441
2	Biss, Noel Leslie Holm	Auckland ..	Auckland College and Grammar School, 7 years 7 months	250 3rd	400 2nd	205 3rd	405 2nd	—	380 2nd	—	—	—	230 3rd	413 2nd	600 1st	200 3rd	205 3rd	—	—	—	—	—	3288
3	Field, Frederick Richard	Wanganui ..	Aramoho School, 2½ years; Collegiate School, Wanganui, 6 years	390 2nd	528 1st	415 2nd	212 3rd	—	—	—	—	—	215 3rd	473 1st	475 1st	—	410 2nd	—	—	—	—	—	3118
4	Major, Charles Thomas	Nelson ..	Private Schools, Auckland, 6 years; Auckland College, 2 years; Nelson College, 2 years	350 2nd	523 1st	355 2nd	365 2nd	—	265 3rd	—	—	—	N. P.	413 2nd	490 1st	—	330 2nd	—	—	—	—	—	3091
5	Frith, John Frederick	Wellington	Ecclesall College, 3½ years; Doncaster Grammar School, 1 year 4 months	400 2nd	355 2nd	335 2nd	—	—	360 2nd	—	—	—	250 3rd	341 2nd	420 2nd	—	370 2nd	—	—	—	—	—	2831
6	Wilson, James	New Plymouth	Beach School, 1½ years; Government School, 3 months; High School, 3 years	300 2nd	499 1st	390 2nd	N. P.	—	415 2nd	—	—	—	—	373 2nd	510 1st	—	300 2nd	—	—	—	—	—	2787
7	Redward, Ernest Yevily	Wellington	Te Aro School, 5 years; Mount Cook School, 2 years; Wellington College, 2 years	450 1st	434 2nd	295 3rd	N. P.	—	220 3rd	—	—	—	—	485 1st	470 1st	—	360 2nd	—	—	—	—	—	2714
8	Stewart, John William	Auckland ..	Private School, 4 years; Auckland College and Grammar School, 6 years	240 3rd	293 3rd	265 3rd	267 3rd	—	235 3rd	—	—	—	—	513 1st	375 2nd	—	310 2nd	—	—	—	—	—	2498
9	Cullen, Frederick Aloysius	Onehunga ..	St. Mary's, Onehunga, 7 years; Auckland College and Grammar School, 2½ years	570 1st	200 3rd	300 2nd	—	—	225 3rd	—	—	—	—	254 3rd	495 1st	—	315 2nd	—	—	—	—	—	2359
10	McKay, James	Reefton ..	Reefton State School, 7 years; Private Tuition, 1 year	200 3rd	326 2nd	225 3rd	250 3rd	—	—	—	—	—	260 3rd	370 2nd	500 1st	—	—	—	—	—	—	—	2131
11	Davidson, Sisley Richard	Nelson ..	Private Tuition, 3 years; Nelson College, 7½ years	470 1st	374 2nd	245 3rd	250 3rd	—	N. P.	—	—	—	N. P.	N. P.	240 3rd	—	410 2nd	—	—	—	—	—	1989
12	Treadwell, William James	Wanganui ..	Wanganui Academy, 1 year; Private School, 1½ years; Wellington College, 3 years	250 3rd	248 3rd	200 3rd	332 2nd	228 3rd	—	—	—	—	—	218 3rd	400 2nd	—	—	—	—	—	—	—	1876

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

APRIL, 1886, EXAMINATION.

JUNIOR EXAMINATION.

67 candidates were examined.

33 " passed.

34 " failed.

10 candidates failed in 1 subject.

16	"	2	"
3	"	3	"
5	"	4	"

13 candidates failed in English.

10	"	Arithmetic.
23	"	History.
28	"	Geography.

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

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
1	De Bakker, Leo ..	Ross ..	Public School, Ross	446	485	445	480	..	..	1856
2	Polson, Angus ..	Dunedin ..	Teaneraki Public School, 5 years; Oamaru District High School, 3 years; Otago Boys' High School, 1 year	469	568	275	385	..	..	1697
3	Bethune, Walter Ellis ..	Wellington	Wesleyan Day-school, 3 years; Terrace School, 6 years; Wellington College, 2 years 2 months	440	455	425	250	..	..	1570
4	Richardson, Charles Ernest	Wellington	Rev. C. Turill, 4 years; Boys' High School, Christchurch, 2 years; Wellington College, 6 months	445	410	345	325	..	..	1525
5	Mair, Leslie Edward ..	Whangarei	Whangarei Public School, 7 years; Whangarei Commercial School, 1 year 2 months	332	525	350	295	..	..	1502
6	Hoe, Richard ..	Auckland..	Woodhill Public School, 4 years ..	382	356	405	355	..	..	1498
7	Fache, George ..	Dunedin ..	Clyde Public School, 7 years; Boys' High School, Dunedin, 3 years	340	423	345	375	..	..	1493
8	McGuire, Felix ..	Auckland..	National School, Arney, County Fermanagh, 8 years; Private Tuition, 3 years	413	428	425	200	..	..	1466
9	Rudman, William Henry Galbraith	Napier ..	Napier High School, 3½ years	305	278	455	415	..	..	1453
10	Witchell, Henry Lancelot	Wanganui	Marton Public School, 6 years; Wanganui Collegiate School, 2 years	307	350	375	420	..	..	1452
11	Palmer, Cecil Watson ..	Wellington	Wainuiomata School, 1 year; Private School, 9 months; Clareville School, 1 year; Carterton School, 1 year; Wellington College, 1½ years	290	368	410	360	..	..	1428
12	Booth, William Henry ..	Wellington	Clareville School, 7 years; Wellington College, 1 year	364	413	355	265	..	..	1397
13	Bryce, Charles Edward ..	Wanganui	Brunswick School, 8 years; Wanganui Collegiate School, 1 year	435	358	280	255	..	..	1328
14	Burgess, Arthur Stewart	Wanganui	Foxton State School, 1½ years; Mount Cook School, Wellington, 4 years; Wellington College, 9 months; Wanganui Collegiate School, 4 months	273	328	375	350	..	..	1326
15	Mueller, Frederick Henry	Hokitika ..	State School, 8 years	348	430	240	290	..	..	1308
16	Russell, William Maurice	Dunedin ..	Greymouth State School, 8 years; Dunedin High School, 1 year	304	249	405	345	..	..	1303
17	Archibald, Charles Ernest	Wellington	Thorndon School, 7 years; Wellington College, 1 year 3 months	382	350	220	350	..	..	1302
18	Wells, Tom Umfrey ..	Auckland..	Pokeno Hill School, 3 years; Auckland City East School, 6 months; Newton East School, 1 year	372	310	340	275	..	..	1297
19	Wilson, Benjamin Marcus	Wellington	Thorndon School, 7 years; Wellington College, 1 year 2 months	445	200	370	265	..	..	1280
20	Cave, Ernest White ..	Auckland..	Lausanne House, Woking, 3 years; Dulwich College, 6 months; Mr. Gammell's School, Wellington, 1 year; Mr. Wilson's School, Wellington, 1 year; Wanganui Collegiate School, 1 year; Church of England Grammar School, Auckland, 1 year	296	465	295	210	..	..	1266
21	Porritt, Ernest Edward	Wanganui	Greytown School, 1 year; Wanganui Collegiate School, 4 years	350	258	375	265	..	..	1248
22	Beere, Oswald Nemon	Wanganui	Terrace School, Wellington, 3 years; Wanganui Collegiate School, 4 years	338	409	200	285	..	..	1232
23	Alexander, William ..	Oamaru ..	Oamaru North School, 8½ years; Waitaki High School, 1½ years	279	515	225	210	..	..	1229
24	Bullock, George Gilbert	Wanganui	Wanganui Academy, 2 years; Wanganui High School, 2 years; Wanganui Collegiate School, 2 years	335	360	200	305	..	..	1200
25	Avery, Arthur Alfred ..	Wanganui	Marton Public School, 6 years; Wanganui Collegiate School, 1 year	344	383	245	225	..	..	1197
26	Swainson, John William	Wanganui	Private Tuition; Wellington College, 1½ years; Wanganui Collegiate School, 1 year	279	373	205	305	..	..	1162
27	Taylor, William ..	Dunedin ..	Portobello School, 8 years; Normal School, Dunedin, 1 year	350	233	350	225	..	..	1158

JUNIOR EXAMINATION—continued.

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
28	Rawson, Walter ..	New Plymouth	Primary School, Nelson, 9 months; High School, New Plymouth, 4 years	344	399	210	200	..	..	1153
29	Rose, Edith Emily ..	Christchurch	Private Schools, 1½ years; Mrs. Crosby's School, 2½ years	211	303	365	240	..	..	1119
30	Atkinson, John Stains ..	Wanganui	Private School, New Plymouth, 5 years; Public School, Auckland, 6 months; Wellington College, 1 year; High School, Wanganui, 1 year; Wanganui Collegiate School, 1 year	247	318	290	250	..	..	1105
31	Woon, Herbert Richard	Wanganui	Endowed School, 2 years; Collegiate School, 3½ years	347	253	235	265	..	..	1100
32	McDowald, William Edward	Reefton ..	State School, 4½ years	267	338	250	265	..	..	1085
33	Lezard, Ida ..	Christchurch	Gloucester Street School, 4 years; Colombo Road School, 5 years	253	220	225	360	..	..	1058

SENIOR EXAMINATION.

9 candidates were examined.
6 " passed.
3 " failed.

1 candidate failed in 6 subjects.

1 " 4 "
1 " 3 "
9 candidates examined, 7 passed, 2 failed in English.
9 " 8 " 1 " Arithmetic.
9 " 8 " 1 " Geography.
7 " 7 " 0 " Latin.
1 " 1 " 0 " Greek.
8 " 5 " 3 " French.
0 " 0 " 0 " German.

0 candidates examined, 0 passed, 0 failed in Italian.

0 " 0 " Maori.
1 " 0 " Trigonometry.
8 " 1 " Algebra.
7 " 0 " Geometry.
2 " 1 " Physl. Science.
9 " 1 " History.
3 " 2 " Book-keeping.
1 " 1 " Shorthand.

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 obtainable	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	..
1	Marshall, Joy Marriott	Christchurch	English Schools, 2 years; Wanganui Collegiate School, 3 years	500 1st	570 1st	325 2nd	521 1st	386 2nd	245 3rd	—	—	—	230 3rd	590 1st	435 2nd	200 3rd	370 2nd	NP	—	4372
2	Tunks, Charles James	Auckland	Tauranga District School, 5 years; Newton East District School, 3 months; Auckland College and Grammar School, 3 years	320 2nd	383 2nd	270 3rd	521 1st	—	340 2nd	—	—	—	—	235 3rd	555 1st	—	365 2nd	—	—	2989
3	Wray, Cecil James	Wanganui	Patea District School, 7 years; Wanganui Collegiate School, 3 years	325 2nd	386 2nd	265 3rd	270 3rd	—	—	—	—	—	—	345 2nd	510 1st	—	285 3rd	—	—	2711
4	Cruickshank, George	Auckland	Private School, 5 years; Ponsonby District School, 3 years; Auckland College and Grammar School, 3 years	200 3rd	336 2nd	290 3rd	395 2nd	—	240 3rd	—	—	—	—	300 2nd	550 1st	—	390 2nd	—	—	2701
5	McGuire, Felix	Auckland	National School, Arney, County Fermanagh, 8 years; Private Tuition, 3 years	270 3rd	398 2nd	220 3rd	480 1st	—	—	—	—	—	—	335 2nd	425 2nd	—	305 2nd	—	—	2433
6	Blomfield, Edward Clare	Auckland	Ponsonby District School, 5 years; Auckland Grammar School, 2½ years	200 3rd	248 3rd	270 3rd	311 2nd	—	210 3rd	—	—	—	—	225 3rd	480 1st	—	385 2nd	—	—	2329

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

APPENDIX.

CIVIL SERVICE EXAMINATION PAPERS, OCTOBER, 1885.

JUNIOR.

ENGLISH.

Passage for Dictation.

The City of Troy having been captured by the Greeks, the conquerors, after the first excitement of plunder had abated, began to feel pity for the misfortunes of the vanquished, and caused proclamation to be made that every free-born citizen should be permitted to take away with him any one thing which he valued more highly than all else which had belonged to him. Upon this, Æneas surrendered everything else to have possession of his household gods. This conduct, however, excited in the minds of the Greeks so high an admiration of his piety that they gave him further leave to take away what he now valued most highly of all the things that remained. Immediately he took upon his shoulders and carried out of the burning town his aged father, who was so infirm as to be unable to escape without assistance. This evidence of filial affection raised still more highly the admiration of the victors, and they allowed him to take everything which he had possessed. They declared that it would be unnatural in them to be enemies to men who gave such proof of piety to the gods and of dutiful affection to parents.

ENGLISH.

1. Write the passage dictated to you.
2. Explain fully what each of the four divisions of grammar treats of.
3. Classify irregular verbs, and give an example of each class, writing out the whole of the present and past indicative, and also the complete participle.
4. Give the personal, possessive, and relative pronouns, and explain the use of pronouns of each kind.
5. Analyse the following: "Being given to speculate on passing events, he would doubtless have given some attention to the incident, even if it had remained an unexplained trifle; but it was not left to stand alone in his mind."
6. Parse "but it was not left to stand alone in his mind."
7. Take "Procrastination is the thief of time" for a thesis, and write a short essay on it.

ARITHMETIC.

1. How many spoons weighing 2oz. 6dwt. each can be made out of 3lb. 7oz. 14dwt. of silver?
2. What decimal fraction of a pole is an inch?
3. Divide £6,842 15s. 8½d. by 89.
4. Add $\frac{3}{4}$ of £1 to $\frac{5}{6}$ of 1s., and from the sum take $\frac{9}{10}$ of $\frac{2}{3}$ of half a crown.
5. Find, by Practice, the value of 3 acres 1 rood 14 poles at £125 per acre.
6. Find the value of $\frac{4.900}{.07} \times \frac{.63}{.049}$.
7. Divide 636 into three numbers bearing to each other the ratio of 7, 11, and 35.
8. In what time will £55 16s. 4d. treble itself at $7\frac{1}{2}$ per cent. per annum simple interest?
9. If I gain 15 per cent. by selling 200 articles for £75, how much apiece did I give for them?
10. The side of a square floor is $43\frac{1}{2}$ ft.: how broad should another floor 75ft. long be to cover the same area?
11. Half a debt should be paid in two months, a third two months later on, and the remainder in twelve months. When could the whole be paid without loss to either creditor or debtor?

HISTORY.

1. Name six celebrated men who lived before the Norman Conquest, and say what made them famous.
2. Give an account of the following battles, stating the causes and results, and giving the names of the commanders: Alma, Chilianwallah, Guinegate, Lexington, Pinkie.
3. Relate the chief events connected with the Irish Rebellion of '98. What did it lead to?
4. What do you know of Pride's Purge, the Pilgrimage of Grace, the trial of the seven Bishops, the Pragmatic Sanction?
5. Write a short account of the chief events of the reign of George IV.

GEOGRAPHY.

1. Describe as fully as you can those natural features of New Zealand (hot springs, fjords, &c.) which make it attractive to tourists.
2. Name the principal islands of the Baltic Sea, Red Sea, Arabian Sea, and Arafura Sea.
3. Name the largest river in each continent, and the countries through which it flows.
4. Where are the following, and to whom do they belong: Dresden, Manila, Jesso, Tobolsk, Cavan, Mogadore, Kurrachee, Cuzco, Mobile, Muscat?
5. Draw an outline map of Great Britain and Ireland, and mark on it the capital town, longest river, highest mountain, and largest lake of each country.
6. Write a short geographical description of Ceylon.

MAORI.

1. Translate into English the following :—

He wa ano i pera nga tupuna o te Pakeha me o te Maori i nga ra i kai ai ia i te aruhe, i kakahuria ki te pake: ahakoa ra, he tini nga mahi nui i mahia i aua ra e nga tipuna a te Pakeha; a ahakoa he kiri kuri te kahu, he mea pani te kiri tangata, he kai kikino nga kai, e maharatia ana ano e matou a ratou mahi pai, e aru ana i taua taurira—ko etahi o ratou he toa taua, ko etahi he tohunga ki te whai korero, ko etahi i puta te rongo nui mo te whangai manuwhiri.

2. Translate into Maori the following :—

Mangonui was the son of a warrior chief named Rewa, of the Ngaitawake Tribe, who was one of the generals under the celebrated Hongi Hika. He was well-disposed towards the Europeans, and aided our troops in the war with Heke, and showed himself brave and energetic in the field of battle. His residence was at the Rawhiti, in the Bay of Islands.

3. Translate the following into Maori :—

There was much rain here last night, and there is a very heavy flood in consequence.

They will now be able to get the timber down to the mill, as the rivers are swollen with the rain.

The house will not take long to build now.

There was a great gathering of people at Uawa.

4. Translate the following into English :—

Tenei te taura mo to hoiho, i kitea e ahau e takoto ana i ko.

Kaore ranei o taura hei here i to hoiho.

I a ia i konei ka u mai te waka o Pita me te poti o Hemi.

I tahaetia etahi o aku riwai i tetahi ra.

I kite ahau i a korua hoiho i runga i te puke ra.

5. Write a letter in Maori to the Governor, with English translation, welcoming him to New Zealand and assuring him of your continued loyalty to the Queen.

SENIOR.

ENGLISH.

CORRESPONDENCE FOR ABSTRACT AND PRÉCIS-WRITING.

SIR,—

Downing Street, 19th November, 1884.

In my despatch of the 15th ultimo I informed you that Her Majesty's Government had decided to take certain steps for the establishment of the Queen's protectorate over the south-east coast of New Guinea and sundry adjacent islands.

I have now the honour to acquaint you that Her Majesty has approved the appointment of Major-General Scratchley, R.E., C.M.G., as Special Commissioner, to exercise her authority within the protected area; and I enclose herewith, for your information and for communication to your Government, a copy of the instructions which have been given to this officer.

I have requested General Scratchley to communicate on his arrival in Australia with the Governments of as many of the colonies as he may be able to visit before his departure for New Guinea, which of course cannot be long delayed; and it is desirable that he should ascertain, at as early a date as possible, what provision the colonies are disposed to make for carrying on the protectorate after June next.

I have, &c.,

Governor Sir W. F. D. Jervis, G.C.M.G., C.B., &c.

DERBY.

Enclosure 1.

SIR,—

Colonial Office, Downing Street, 17th November, 1884.

You are aware that steps have been taken to proclaim Her Majesty's protectorate and jurisdiction over the southern shore of New Guinea and the country adjacent thereto, from the 141st meridian of east longitude eastward as far as East Cape, including any islands adjacent to the main land in Goschen Straits, and to the southward of the said straits as far south and east as to include Kosman Island.

2. I am now directed by the Earl of Derby to inform you that Her Majesty has been pleased to appoint you to be her Special Commissioner to exercise her authority within this protectorate, and that the necessary commission will shortly be transmitted to you.

3. Until Her Majesty shall be pleased to make further provision for administering law in the protectorate, that territory, as well as all other parts of New Guinea up to the 143° E. longitude, remained under the operation of the Western Pacific Orders in Council; it is therefore necessary that you should be enabled to exercise the authority which is vested by those Orders in the deputies of the High Commissioner, and Sir William Des Vœux has been instructed to forward to the care of the Governor of New South Wales an instrument appointing you to be a Deputy-Commissioner. As it proposed to place a steamer at your disposal for the duties of the protectorate, you will have more ready means of access to the islands near New Guinea than are at the command of the High Commissioner, and it has accordingly been decided that your powers as Deputy-Commissioner shall extend to the islands lying to the north of latitude 15° S., and to the west of longitude 161° E., and for so much of the Solomon Islands as lies beyond those limits. Copies of the Western Pacific Orders in Council of 1877, 1879, and 1880 are forwarded herewith.

4. You will, however, be independent of the High Commissioner in respect to the protectorate, and will correspond direct with the Secretary of State for the Colonies. As regards matters occurring

beyond the protectorate but within the limits assigned to you as Deputy-Commissioner, you will act on your own discretion without referring to the High Commissioner for instructions, but you should, as far as practicable, inform him of your proceedings.

5. The Australian Colonies have agreed to provide £15,000 during the year ending June, 1885, for the expenses of the protectorate, and upon your arrival in Australia you will ascertain, by communication with the several Governments, whether the colonies will provide in subsequent years a sum adequate to the due maintenance of the protectorate, as it is clearly understood that the protectorate is established at the desire of the colonies, and is not to be a source of expense to this country. You will therefore fully understand that you are not to contemplate or to incur any expense in New Guinea for providing buildings for yourself or your officers until the wishes of the colonies as to the continuance of the protectorate have been ascertained, and the necessary funds provided.

6. Upon your arrival in New Guinea you will place yourself in communication with Mr. Romilly, a Deputy-Commissioner of the Western Pacific, who has been placed in temporary charge of the protectorate pending your arrival, and will take over the charge from him.

7. You will be supplied in Sydney with a copy of the instructions given to him by the Commodore when leaving him in charge.

8. It is not possible for Lord Derby, with the limited information which he possesses as to the circumstances of the country, to now give you instructions in detail respecting the duties which you will have to perform as Special Commissioner. You should proceed to make yourself acquainted with the country, its harbours, and general features; and you should lose no time in entering into friendly relations with the natives, and in endeavouring, by all means in your power, to inspire their confidence and acquire their good-will.

9. You will especially make it your duty to explain to them that Her Majesty, in taking them under her protection, has their welfare in view, and that you are sent to secure to them the safety of their persons, the enjoyment of their property, and particularly to protect them from being deprived of their lands by force or fraud. At the same time you will make it known to them that, if it shall be decided to allow Her Majesty's subjects or others to purchase land, such transactions must in every case be conducted through you: that their wishes in these matters will be respected; and that the purchase-money will be paid through you to them, unless in any case it shall appear desirable to apply it in their behalf for some object in which they are directly interested. You will also explain carefully, and satisfy yourself that they comprehend, that, by the sale of land, they deprive themselves of all further claim to it, and that it becomes the absolute property of the purchasers. In the event of any such purchases being made, it will be your duty to see that both parties agree as to the boundaries of the land, and that these boundaries are defined by beacons or other easily-recognizable marks. All such transfers should be carefully recorded in a register, and all subsequent transactions must be similarly recorded, or they will not be recognized by Her Majesty's Government.

10. You should give all proper encouragement to peaceful and legitimate trade between the natives and persons who may visit the protectorate; and in this and in other matters you will doubtless receive willing and efficient aid from the missionaries who have settled in New Guinea and established a friendly intercourse with the natives.

11. It will, however, be your duty to prohibit all dealings with the natives in arms, ammunition, explosive substances, or spirituous liquors, and to enforce, by all means in your power, the regulation issued by the High Commissioner on the 5th April, 1884, to prohibit the supply of arms, ammunition, and explosive substances to natives of the Western Pacific Islands. A copy of this regulation is enclosed.

12. It is probable that attempts may be made to engage labourers for Queensland and possibly other places from among the natives in the protectorate; and, should such attempts be made, it will be your duty to place every lawful obstacle in the way. Natives from New Britain and other islands near the equator have proved not to possess the physique required for continuous labour, and heavy mortality followed their introduction into Queensland. The Government of that colony have in consequence prohibited their further engagement by vessels sailing from Queensland ports. It will be your duty to second these praiseworthy efforts of the colonial Governments, and to prevent the recruiting of natives of the protectorate for employment away from their own country.

13. Power is given to you by your commission to appoint such necessary officers as you may think expedient; but at present you should make no other appointments than of an officer to give you general assistance and of a private secretary. You are at liberty to appoint Mr. Romilly to the former of the two positions. The experience he already possesses of affairs in New Guinea and its neighbourhood should prove of value to you, and as he is a Deputy-Commissioner for the Western Pacific you will be able to utilize his services within the protectorate or beyond it should you find it advisable to detach him for services to which you cannot personally attend, it being intended that in both capacities he should act under your immediate instructions.

14. After your arrival in Australia you should report to me whether you find other officers indispensable, and you will be at liberty to engage such as appear to you absolutely necessary, bearing in mind that the funds provided by the colonies must not in any event be exceeded.

15. It is also desirable that you should, as soon as possible after arrival, report what arrangements you will be able to make for locomotion, and for keeping up communication with the colonies and with England. You are doubtless aware that mail steamers run regularly through Torres Straits, calling both ways at Thursday Island.

I have, &c.,
Major-General Scratchley, R.E., C.M.G.

R. G. W. HERBERT.

Enclosure 2.

SIR,—

Downing Street, 17th November, 1884.

Referring to my letter of this day's date respecting your duties as Special Commissioner in New Guinea, and as Deputy-Commissioner under the Western Pacific Orders in Council, I am directed by the Earl of Derby to inform you that the salary of the combined appointments has been fixed at £2,500 a year, to be defrayed from the moneys provided by the colonies.

Mr. Romilly is now in receipt of a salary of £500 a year from Imperial funds as Deputy-Commissioner, and you are authorized to pay him a further sum at the rate of £200 a year so long as he continues to serve under you in the protectorate, to be defrayed from the funds provided by the colonies.

You are further at liberty to pay your private secretary at the rate of £300 a year from the same source.

It will be essential that you should keep careful and accurate accounts of your financial transactions and submit them for audit to such audit as shall hereafter be directed.

I have, &c.,

Major-General P. H. Scratchley, R.E., C.M.G.

R. G. W. HERBERT.

ENGLISH.

1. Make a short abstract, schedule, or docket of the accompanying despatch and enclosures.
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.

ARITHMETIC.

1. I=interest; P=principal; R=rate; T=time: express each of these in terms of the others.
2. How can you tell whether a number is exactly divisible by 4, 8, 9, or 11?
3. How many persons can receive 17s. 1½d. each out of £226 16s. 8d.; and, if the balance be equally distributed amongst them, how much more will each get?
4. Reduce 2⅘ of six guineas to the fraction of 2⅕ of five guineas.
5. A tradesman has 120 articles which cost him £225. In selling them he allows discount at 4 per cent. on each, and then makes 15 per cent. profit. At how much each did he sell them?
6. Find the average of 15½, .005, 16⅓, 0, 7⅘, 9, 4½.
7. Under a decimal system of coinage a florin = $\frac{1}{10}$ of £1, a cent. = $\frac{1}{100}$ florin, a mil = $\frac{1}{1000}$ cent. Express in decimal coinage £165 17s. 10½d., and in ordinary coinage £26 9fl. 9c. 3.75m.
8. My income from the 3-per-cents is £500 a year. I sell out a fourth of my stock at £96, and buy £100 shares in a company at £125. What dividend per cent. per annum should the company pay so that I may increase my income £50 a year by the transaction?
9. Extract the square root of .00974169, and expand (.04)⁴.
10. A contractor undertakes to form 4 miles 20 chains of railway in two years and three months. During eighteen months he employs 1,500 men, and then finds he has only completed two-thirds of the work. How many additional men must he employ to complete the work in the contract time?

GEOGRAPHY.

1. What do you know, physically and politically, of the Solomon, Navigators, Sandwich, and Society Islands?
2. How is the latitude and longitude of a place measured? Give roughly the latitude and longitude of any four places you choose to select.
3. Is the distance between England and New Zealand greater by the Horn or by the Cape? Why do vessels take one route coming and the other going?
4. Mention as many active volcanoes as you can, stating where situated and approximate height.
5. Draw a sketch-map of that part of Africa which lies south of 20° S. latitude, marking on it the various political divisions.
6. Explain and illustrate the theory of tidal movements.

LATIN.

1. Translate—

Quo me, Bacche, rapis tui
 Plenum? Quae nemora aut quos agor in specus
 Velox mente nova? Quibus
 Antris egregii Caesaris audiar
 Aeternum meditans decus
 Stellis inserere et consilio Jovis?
 Dicam insigne recens adhuc
 Indictum ore alio. Non secus in jugis
 Exsommis stupet Euias,
 Hebrum prospiciens, et nive candidam
 Thracen, ac pede barbaro
 Lustratam Rhodopen, ut mihi devio
 Ripas et vacuum nemus
 Mirari libet.

2. Scan the first four lines.

3. Translate—

Si plausoris eges aulaea manentis, et usque
 Sessuri, donec cantor, "Vos plaudite," dicat;
 Aetatis cujusque notandi sunt tibi mores,
 Mobilibusque decor naturis dandus et annis.
 Reddere qui voces jam scit puer, et pede certo
 Signat humum, gestit paribus colludere, et iram
 Colligit ac ponit temere, et mutatur in horas.
 Imberbus juvenis, tandem custode remoto,
 Gaudet equis canibusque et aprici gramine campi;
 Cereus in vitium flecti, monitoribus asper,
 Utilium tardus provisor, prodigus aeris,
 Sublimis, cupidusque, et amata relinquere pernix.

4. Parse, with notes and rules,—

Aetatis cujusque notandi sunt tibi mores.

5. Translate—

At Jugurtha, ubi extremum agmen Metelli primos suos praetergressum videt, praesidio quasi duum milium peditum montem occupat, qua Metellus descenderat, ne forte cedentibus adversariis receptui ac post munimento foret; dein repente, signo dato, hostes invadit. Numidae alii postremos caedere, pars a sinistra ac dextera temptare, infensi adesse atque instare, omnibus locis Romanorum ordines conturbare, quorum etiam qui firmioribus animis obvii hostibus fuerant, ludificati incerto proelio, ipsi modo eminus sauciabantur, neque contra feriundi aut conserendi manum copia erat; ante jam docti ab Jugurtha, equites, ubicunque Romanorum turma insequi coeperat, non confertim neque in unum sese recipiebant, sed alius alio quam maxime diversi.

6. Write the comparative and superlative of *facilis*, *sacer*, *arduus*, *antiquus*, *benevolus*, *malus*, *parvus*.

7. Give a brief description of a Roman triumph.

GREEK.

1. Translate—

Θέτις δ' οὐ λήθεται ἐφετμέων
 παιδὸς ἐοῦ, ἀλλ' ἢ γ' ἀνεδύσεται κύμα θαλάσσης,
 ἠερίη δ' ἀνέβη μέγαν οὐρανὸν Οὐλυμπόν τε.
 εὐρεν δ' εὐρύσπασα Κρονίδην ἄτερ ἡμενον ἄλλων
 ἀκροτάτη κορυφῇ πολυδειράδος Οὐλύμπιοιο.
 καὶ ῥα πάροισ' αὐτοῖο καθέζετο, καὶ λάβε γούνων
 σκαιῇ δεξιτερῇ δ' ἄρ' ὑπ' ἀνθερέωνος ἐλοῦσα
 λισσομένη προσέειπε Δία Κρονίωνα ἀνακτα'
 "Ζεῦ πάτερ, εἴ ποτε δὴ σε μετ' ἀθανάτοισιν ὄνησα
 ἢ ἔπει ἢ ἔργω, τότε μοι κρήνην ἐέλδωρ'
 τίμησόν μοι νιόν, ὃς ὠκυμωρότατος ἄλλων
 ἔπλετ'· ἀτάρ μιν νῦν γε ἀναξ ἀνδρῶν Ἀγαμέμνων
 ἠτίμησεν· ἔλων γὰρ ἔχει γέρας, αὐτὸς ἀπούρας.
 ἀλλὰ τί σὺ πέρ μιν τίσον, Ὀλύμπιε μητίετα Ζεῦ,
 τόφρα δ' ἐπὶ Τρώεσσι τίθει κράτος, ὄφρ' ἂν Ἀχαιοὶ
 υἱὸν ἐμὸν τίσωσιν, ὀφέλλωσιν τέ ε' τιμῆν."

2. Write brief notes on Θετίς, Οὐλυμπιον, Κρονίδην, Ἀγαμέμνων, Ἀχαιοί.

3. Distinguish ἦν, ἦν, ἦν; ἄλλος, ἕτερος; πᾶσα πόλις, πᾶσα ἡ πόλις, ἡ πᾶσα πόλις; αὕτη, αὐτή.

4. Decline μέλας, ὄδρα, λύσας.

5. Translate—

'Ἄλλ' ἔγωγέ φημι ταῦτα μὲν φλυαρίας εἶναι· δοκεῖ δέ μοι ἄνδρας ἐλθόντας πρὸς Κύρον οἵτινες ἐπιτίθειοι σὺν Κλεάρχῳ ἐρωτᾶν ἐκείνους, τί βούλεται ἡμῖν χρῆσθαι· καὶ ἐὰν μὲν ἡ πράξις ἢ παραπλησία οἷα περ καὶ πρόσθεν ἐχρήτο τοῖς ξένους, ἔπασθαι καὶ ἡμᾶς, καὶ μὴ κακίους εἶναι τῶν πρόσθεν τούτῳ συναναβάντων· ἐὰν δὲ μείζων ἢ πράξις τῆς πρόσθεν φαίνεται καὶ ἐπιπονοτέρα καὶ ἐπικινδυνότερα, ἀξιοῦν ἢ πείσαντα ἡμᾶς ἄγειν ἢ πεισθέντα πρὸς φιλίαν ἀφιέναι· οὕτω γὰρ καὶ ἐπόμενοι ἂν φίλοι αὐτῷ καὶ πρόθυμοι ἐποίμεθα καὶ ἀπίοντες ἀσφαλῶς ἂν ἀπίομεν· ὅτι δ' ἂν πρὸς ταῦτα λέγῃ, ἀπαγγέλλαι δεῦρο· ἡμᾶς δ' ἀκούσαντας πρὸς ταῦτα βουλευέσθαι.

6. Parse, giving the syntax, ἐρωτᾶν, οἷα περ, κακίους, συναναβάντων, φαίνηται.

7. Carefully explain ἡ πείσαντα ἡμῶς ἄγειν ἡ πεισθέντα πρὸς φιλίαν ἀφιέναι.
8. Give a very brief account of the character and death of Cyrus.
9. Give the principal parts of *τρέχω*, *δίδωμι*, *θνήσκω*, *αἰρέω*, and *βάλλω*, and write in full the future optative middle and the first aorist optative passive of *λύω*.

FRENCH.

1. Translate—

À peine avait-il fait quelques pas dans la rue, qu'il vit accourir son fidèle Jean, dont le visage exprimait la joie. Qu'est-il arrivé? lui demanda-t-il; as-tu quelque nouvelle à m'apprendre?—Monsieur, répondit Jean, j'ai à vous apprendre que vous pouvez rentrer chez vous. Toutes les dettes de votre père payées, vous restez propriétaire de la maison, et vous n'avez pas tout perdu. Maintenant j'espère, mon cher maître, que vous serez assez sage pour prendre un parti raisonnable.— Quel parti veux-tu que je prenne?—Vendre cette maison, monsieur; c'est toute votre fortune. Elle vaut une trentaine de mille francs. Avec cela, du moins, on ne meurt pas de faim.—Nous verrons cela, répondit Croisilles, tout en se hâtant de prendre le chemin de sa rue. Il lui tardait de revoir le toit paternel; mais, lorsqu'il y fut arrivé, un si triste spectacle s'offrit à lui, qu'il eut à peine le courage d'entrer. Il ne restait pas une chaise; tout les tiroirs avaient été fouillés, le comptoir brisé, la caisse emportée. Rien n'avait échappé aux recherches avides des créanciers.—*De Musset.*

2. State the rule of the past participle in reflected verbs, and illustrate by examples.
3. Conjugate interrogatively with a negative the indicative present of *dire*.
4. What is the usual place of the relative pronoun in the French sentence? When is *lequel* used instead of *qui*? Illustrate your answers by examples.
5. Translate—à propos; à tout propos; hors de propos; mal à propos; de propos délibéré; à propos de rien.
6. Translate—(a.) Where are you going to-day? I have not the least idea; it entirely depends upon the weather. (b.) I have found some money: is it yours? No; I have not lost any. Whose is it, then? I know nothing about it.

TRIGONOMETRY.

1. Prove—

$$\sin^2 A - \sin^2 B = \cos^2 B - \cos^2 A = \sin(A+B)\sin(A-B).$$

$$\cos^2 A - \sin^2 B = \cos^2 B - \sin^2 A = \cos(A+B)\cos(A-B).$$
2. Prove—

$$\tan 15^\circ = 2 - \sqrt{3}.$$

$$\tan 75^\circ = 2 + \sqrt{3}.$$
3. Given the base c of a plane triangle, one of the angles A at the base, and the difference of the other sides, $a-b$, to resolve the triangle.
4. The circular measure of the difference of the two acute angles of a right-angled triangle is $\frac{\pi}{25}$: Express the two angles in degrees.
5. If a horse is tethered to one of the corners of a square field, what length would the rope require to be to enable the horse to graze over a quarter of an acre (1,210 square yards) of that field?
6. Given $b=375400.1$, $c=327762.9$, $A=57^\circ 53' 16''.8$. Find B , C , and a .
7. The elevations of two mountains in the same straight line with an observer are $9^\circ 30'$ and $18^\circ 20'$; on approaching four miles nearer, on the same level, they have both an elevation of 37° . Find the heights of the mountains in feet.
8. Given $a=283.4$, $b=348.5$, $A=37^\circ 43' 30''$. Find B , C , and c .

ALGEBRA.

1. Explain the use of brackets. Employ them in arranging the following expression:
 $ax + by - cz + dx - fz + gy - k - l.$
2. Define a known, an unknown, a simple, a compound, a residual, and an insulated negative quantity. Give an example of each.
3. Divide $ax^3 - bx^2 + cx - d$ by $x+1$.
4. Find the value of $a^3 - b^3 + c^3 + 3abc$ when $a=.03$, $b=.1$, and $c=.07$.
5. Simplify
$$\frac{1}{1-x} - \frac{1}{1+x}$$

$$\frac{\frac{x}{1-x} + \frac{1}{1+x}}{x}$$
6. Reduce $n\sqrt{(a+x)^m}$ and $\sqrt{(a-x)^p}$ to similar surds.
7. Complete the squares in each of the following cases: $x^2 - x$, $x^2 - 7x$, $x^2 - \frac{3}{4}x$, $x^2 - \frac{x}{2}$.
8. Extract the square root of $\frac{a^2}{x^2} - 2 + \frac{x^2}{a^2} + \frac{2a^2}{x} - 2x + a^2$.
9. Solve the following equations:—

$$\left. \begin{aligned} x+y &= p. \\ ax+by &= q. \end{aligned} \right\}$$

$$\frac{x}{4} - \frac{44}{x-2} = 4.$$

10. Two persons have to pay a debt of £29. Neither of them can pay it alone; but the first could if the other would give him two-thirds of his money, and the second could if the first would give him three-fourths of his. How much money has each?

11. I bought a flock of sheep for £240, lost three of them, and sold the remainder at 8s. a head more than I gave for them, and thus gained £157 by the transaction. How many did I buy?

GEOMETRY.

1. Show that two straight lines cannot have a common segment.

2. A parallel to the base, BC, of a triangle ABC, cuts the sides, produced if necessary, at D and E. Prove that the new triangle ADE has its angles equal to those of the original triangle ABC.

3. If a straight line be divided into any two parts, the squares on the whole line and on one of the parts are equal to twice the rectangle contained by the whole and that part together with the square on the other part.

4. Why may not algebraical or arithmetical proofs be substituted (as being shorter) for the demonstrations of the propositions in the Second Book of Euclid?

5. Equal straight lines in a circle are equally distant from the centre. Also state (but do not prove) the *converse* of this proposition.

6. If one angle of a triangle be equal to the other two, it is a right angle.

7. Show how to construct the circles respectively inscribed in and circumscribed about a given triangle.

CHEMISTRY.

1. Describe process of manufacture and physical properties of chlorine, bromine, and iodine, and mention their oxygen compounds.

2. Describe the composition and properties of malleable iron, cast-iron, and steel, and how they are manufactured.

3. By what tests are the following metals detected in their compounds: antimony, arsenic, nickel, cobalt?

4. Describe aluminium and magnesium, and how they are manufactured.

5. Give the formulæ for ammonium and its most common salts.

HISTORY.

1. Write a short history of New Zealand from its discovery to the year 1852.

2. Describe the present system of English government, distinguishing between the executive and legislative powers, and stating in whose hands they are placed. Describe also the process a Bill has to go through before it becomes law.

3. What statesmen administered the affairs of England during the first twenty years of Her Majesty's reign?

4. What is the origin of the terms Whig and Tory, to whom were they first applied, and why?

5. Give the names of the Monarchs of England during the last two hundred years who have not come to the Throne by right of primogeniture, stating briefly the reasons for their accession.

BOOK-KEEPING.

Journalize the following transactions:—

1. I purchased 100 ewes at 17s. 6d. each = £87 10s., from E. Stevens, for which I gave him my pro/note at 3 months, with 3s. added for interest.

2. I sold 50 ewes at 20s. each = £50, for cash, less £2 10s. discount, and paid amount to my bankers.

3. The remaining 50 ewes I had to paddock, for which I gave a cheque for £2; and presently the owner of the paddock bought the lot at 21s. each = £52 10s., giving me £25 in cash, and his bill at one month for £27 10s.

4. I discounted the bill at my bankers' at cost of 4s., and paid the cash to my credit.

5. Retired my pro/note to Mr. Stevens, and same day received notice from my bankers of the dishonour of the bill for £27 10s., which was charged to my account.

6. State amount of my balance at the bank.

7. Received from Calcutta consignment of 200 bales of woolpacks, valued at £4 7s. 6d. per bale, for returns to Messrs. Wilkin and Co.

8. Paid duty, landing charges, cartage, &c., on the bales, amounting to £125.

9. Sold 100 bales at £6 5s. = £625, and took a b/exchange on London at 60 d/st, which I indorsed and sent on to my friends, Messrs. Wilkin and Co.

10. Sold 50 bales at £5 12s. 6d. = £281 5s., for cash, less discount at $1\frac{1}{2}$ per cent.

11. Sold 50 bales at £6 5s. = £312 10s., on 3 months terms, which I guarantee at a charge of $2\frac{1}{2}$ per cent. = £7 16s. 3d.

12. Messrs. Wilkin and Co. agreed to give me $2\frac{1}{2}$ per cent. commission on the sales I effected. What was the amount I charged them with?

13. Drew cheque for £ , and obtained draft on London, less exchange at $1\frac{1}{4}$ per cent. for £ in settlement of Messrs. Wilkin and Co.'s consignment.

CIVIL SERVICE EXAMINATION PAPERS, APRIL, 1886.

JUNIOR.

ENGLISH.

1. Write the passage dictated to you.
2. Define the terms *accidence*, *analysis*, *illative*, *adversative*, *co-ordinate*, *parsing*.
3. Form a sentence with a direct and an indirect object, and extensions of the predicate in time, manner, and place.
4. Explain, with examples, voice, mood, tense, person, and number of a verb.
5. Analyse: "Even when the sun of her glory had set there was yet left behind an immortal spark of the ancient vitality, which, enduring through all vicissitudes, kindled into a blaze after two thousand years."
6. Write as full an account as you can of the event in connection with which the passage dictated to you was written. [Style of composition will be more considered than absolute accuracy of facts stated.]

ENGLISH.

Passage for Dictation.

The thoughts and feelings of Columbus at the sight of land must have been tumultuous and intense. At length, in spite of every difficulty and danger, he had accomplished his object. The great mystery of the ocean was revealed; his theory, which had been the scoff of sages, was triumphantly established; he had secured to himself a glory which must be as durable as the world. It is difficult even for the imagination to conceive the feelings of such a man at the moment of so sublime a discovery. What a bewildering crowd of conjectures must have thronged upon his mind as to the land which lay before him, covered with darkness! That it was fruitful was evident from the vegetables which floated from its shores. He thought, too, that he perceived in the balmy air the fragrance of aromatic groves. The moving light which he had beheld proved that it was the residence of man. But what were its inhabitants?

HISTORY.

1. How many crusades were there? What do you know of them? Did any material benefit accrue to England from them?
2. Write an account of the reign of James II.
3. With what important events in English history were the following persons connected: Strongbow, Cranmer, Strafford, Roger and Edmund Mortimer, Prince Rupert, Lord Clive, Lord Clyde?
4. What events took place between the death of Cromwell and the restoration of Charles II.?
5. Assign events to the following dates: 597, 1164, 1283, 1455, 1588, 1666, 1775, 1848.
6. Give a short account of the Duke of Wellington's campaigns in India and the Peninsula.

ARITHMETIC.

1. Add up the following—

£	s.	d.
971,068	6	1 $\frac{3}{4}$
213,884	3	2
98,278	17	6 $\frac{1}{2}$
23,997	5	2
234,526	1	1
14,239	2	5 $\frac{3}{4}$
189,603	2	5
36,197	11	7 $\frac{1}{4}$
810,769	2	2 $\frac{1}{2}$
90,473	16	5
673,159	0	1 $\frac{3}{4}$
83,511	3	0
52,867	13	5 $\frac{1}{2}$
23,276	5	9
836,729	6	7 $\frac{1}{4}$
627,412	3	7 $\frac{1}{2}$

N.B.—Do not copy these figures out. Give the answer in figures and in words, and prove that it is correct.

2. In 777,695 pints, how many quarts, &c.?
3. If the duty on 50 packages, each weighing 128lb., is £33, what is the duty on 73 packages of the same material, each weighing 98lb.?
4. Add $\frac{2}{3}$ of $\frac{5}{8}$ of $17\frac{11}{20}$ to $\frac{3}{5}$ of $\frac{1}{11}$ of $17\frac{2}{7}$.
5. Find the difference between £24 5s. 4 $\frac{3}{4}$ d. \times $\frac{5}{23}$ and £39 0s. 10 $\frac{1}{4}$ d. \div 4 $\frac{5}{8}$.
6. Write down the following products and quotients:—
(a) 1.2×1000 ; (b) $1.2 \div 1000$; (c) 12×1.20 ; (d) $12 \div 1.20$; (e) $1.2 \times .012$; (f) $1.2 \div 120$.
7. Express 3cwt. 1qr. 7lb. as the decimal of a ton.
8. What principal will amount to £808 1s. 4d. in 3 $\frac{3}{4}$ years at 4 per cent.?
9. Find the income of a man who spends £12 5s. in a fortnight and saves £100 a year.
10. One country yielded 209,096oz. of gold in six months, and another 228,292oz.: what is the excess in weight and value, at £3 17s. 10 $\frac{1}{2}$ d. per oz., of the average monthly return from the one country over that of the other?

GEOGRAPHY.

1. Write a short geographical description of that portion of New Zealand which is bounded on the north by the Rivers Hurunui and Teremakau, and on the south by the Rivers Waitaki and Ohau.
2. Name the seas and branches of the ocean washing the shores of Europe, with the principal rivers flowing into each.
3. What do you know of the following: Brindisi, Liège, Callao, Mocha, Hue, Hatteras, Alaska, Biafra, Widdin, Kars?
4. Draw a sketch-map of Further India, marking on it the chief divisions, with their capital towns; also the principal rivers. Make notes as to the form of government of each division, and by whom administered, with any other facts that strike you as interesting.
5. In what counties are Snowdon, Dartmoor, South Downs, Cotswold Hills, Wolds, Ben More, Loch Maree, Lakes of Killarney, Bog of Allen?
6. Going by steamer from New Orleans to New York, what towns, mouths of rivers, and capes would you pass? Give them in order as you would pass them.

SHORTHAND.

Passage for Dictation.

I quite agree with the noble lord who spoke last that this is a motion which it is eminently desirable that we should attend to with absolute unanimity and without the introduction of any controversial matters. It is a motion to which the members of the Government can entertain no objection, because it is one approving of the course which they had thought it right to advise Her Majesty to take; and for that very reason it is obviously a motion which we could not have initiated, its chief importance arising from its being the expression of an entirely independent feeling on the part of the members of this House. If the motion had been likely to lead to any discussion of a controversial character, I certainly should not have advised or encouraged the noble lord on the cross-benches to bring it forward, and I think that he himself would have been animated by the same feeling. Although the motion is in its terms an expression of approval of the course taken by the Government, I consider the compliment involved in the words of the motion to be only in form addressed to us, and to be really intended, as we all know, for those colonies whose patriotic and public-spirited offers we are all anxious to recognize. We have only had to accept those offers. We have done it willingly, and we have in both Houses of Parliament endeavoured—I myself in your lordships' House, and the First Lord of the Treasury in the other House, in far more eloquent language than any I could command—to give expression to what I believe is the unanimous feeling of every party and every class in this country—namely, our cordial gratitude for and admiration of the display of loyalty and public spirit made by the colonies. This motion only confirms and emphasizes the language held on the part of Her Majesty's Government. The noble lord touched very lightly on an expression of regret that somewhat different answers were sent to different colonies. On a former occasion I explained—and I would explain it again if it were necessary—that that difference in the answers arose simply from the different conditions on which the various offers were made. I do not think it is necessary that I should refer now to what the noble earl on the cross-benches said as to the existence of a school whose object is to get rid of the colonies. I have heard a great deal of denunciation of that school; but, having sat for a considerable time in this and in the other House of Parliament, and watched the progress of opinion on the question, I cannot say that I ever remember to have heard that sentiment expressed by any person of the slightest importance or consideration. What I know many people did say thirty years ago was that they believed that, were the more important colonies, which had obtained free institutions—and there were not many such then—unwilling to remain in the Empire, it would not be our duty or our interest to retain them by force; but I never heard any one in this or the other House of Parliament say that it was our duty or our interest to turn out of the Empire colonies which desired to remain connected with it of their own free will. We have seen that the effect of the grant of those free institutions, and of leaving those colonies to manage their own local affairs in their own way, has not been, as some predicted it would, to weaken, but rather to strengthen, the ties between the colonies and the Mother-country; and I do not believe that there was ever a time when they were more closely connected with or more warmly attached to the Empire than they are at this moment. Neither shall I go into the very interesting question of federation to which the noble lord alluded. "Federation" is a word of many meanings, which is used by different speakers in different senses. We have proof of that in what we have heard this evening; and no one who has paid any attention to what has occurred at public meetings can fail to have noticed that when men express their wish for federation on the one hand, or their disbelief in federation on the other, they are talking of quite different things, and that they have no one definite plan before them. If "federation" means only a voluntary co-operation for the purposes of defence—which is the interpretation put on it by the noble lord opposite—then I agree with him that we have it now, and I hope that we may have it for long. If, on the other hand, it means a system of federal union founded on fixed and settled rules such as those which exist in the case of the United States of America, then I think that we had better wait to discuss propositions of that kind until we have them before us in some practical shape. Expressing my own personal and individual opinion, I do not think that that will be very soon. I will not go into the subject, but an obvious difficulty in the way of any scheme of formal federation lies in the immense disproportion between the number of inhabitants of the British Islands and the number in the colonies. In these islands you have a population of some thirty-five to thirty-six millions, whereas there are only eight or nine millions in all the English-speaking colonies; and if you form an Imperial Council—call it by what name you please—and if in that Council every part of the

Empire is to be represented in proportion to its population and its importance, the result would be that the representatives of the British Islands would carry everything their own way, and the colonists, even if they were united to a man, would be absolutely outvoted. If, therefore, such a body had powers of taxation, I do not say that you would altogether have a system of taxation without representation, but you would have what was practically very nearly the same thing. With reference to some of the proposals which have been made, I can only say that they could not be carried out without introducing changes in the Constitution as regards the relations between the Executive and the Legislature far wider than any which have yet been made; but it ought not to be considered that those who do not see their way to any plan of federation are, on that account, indifferent to the extreme importance of consolidating the various parts of the Empire. But, returning to what is immediately before us, I do not think I ought to sit down without mentioning what more properly belongs to my noble friend (the Earl of Kimberley)—namely, the loyal assistance which has been offered by several of the native princes of India. Such expressions of loyalty and good feeling on the part of persons situated as they are are of the highest possible importance, and not merely as a matter of sentiment, but of practical service.

S E N I O R.

ENGLISH.

CORRESPONDENCE FOR ABSTRACT AND PRÉCIS-WRITING.

No. 1.

The ACTING COLONIAL SECRETARY, Sydney, to the PREMIER, New Zealand.

I FORWARD you copy of telegram which I have this day sent to our Agent-General. "This Government offers to Her Majesty's Government two batteries of our permanent field artillery, with ten sixteen-pound guns properly horsed, also an effective disciplined battalion of infantry, five hundred strong. The artillery will be under command of Colonel Roberts, R.A., and whole force under command of Colonel Richardson, Commandant. Can undertake to land force at Suakim within thirty days from embarkation. Reply at once."

WILLIAM BEDE DALLEY.

12th February, 1885.

No. 2.

The PREMIER, New Zealand, to the ACTING COLONIAL SECRETARY, Sydney.

HEARTILY congratulate you on your patriotic offer of assistance, which reflects credit on all the Australasian Colonies.

ROBERT STOUT.

13th February, 1885.

No. 3.

The ACTING COLONIAL SECRETARY, Sydney, to the PREMIER, New Zealand.

HAVE just had following telegram in answer to offer of military assistance to England: "Have shown your message to Lords Derby and Hartington. Your offer greatly appreciated, and will be at once considered. Operations in the Soudan expected will have to be deferred, as getting late in season. Sent your offer to Press."

WILLIAM B. DALLEY.

13th February, 1885.

No. 4.

The ACTING COLONIAL SECRETARY, Sydney, to the PREMIER, New Zealand.

HAVE just received the following cable from our Agent-General: "Her Majesty's Government accepts with much satisfaction offer of your Government, upon the understanding that force must be placed absolutely under orders of General commanding as to duties upon which it will be employed. Force of artillery is greater than required. Only one battery accepted. Transport should call at Aden for orders. I am to inform you, in strict confidence, that plans of General not fully formed, but may probably involve placing troops in summer quarters after short campaign from Suakim. After this knowledge, your Government prefer immediate despatch of contingent, War Office does not desire to delay it. Press comment very favourably upon your splendid offer."

W. B. DALLEY.

16th February, 1885.

No. 5.

The ACTING CHIEF SECRETARY, Adelaide, to the PREMIER, New Zealand.

HAVE instructed Agent-General to offer Imperial Government to supply two hundred and fifty infantry, with officers, for service in the Soudan. Would suggest that colonies should unite to form an Australian Contingent, as this would be most effective; and desire to add that Major-General Downes would be happy to place his service as commander at the disposal of the colonies.

S. PLAYFORD.

16th February, 1885.

No. 6.

The PREMIER, Melbourne, to the PREMIER, New Zealand.

Re aid to England for Egyptian campaign, Adelaide Government suggests that colonies unite to form an Australian Contingent. This Government quite agree, and will be glad to co-operate with other colonies accordingly. We are informed confidentially from New South Wales that British troops Egypt will probably go into quarters during the hot season, which will give time concerted action amongst colonies.

JAS. SERVICE.

17th February, 1885.

No. 7.

The AGENT-GENERAL to the PREMIER.

SIR,—

7, Westminster Chambers, London, S.W., 24th February, 1885.

I have the honour to transmit herewith copy of a letter received from the Royal Colonial Institute, enclosing resolutions adopted at a meeting of the Council respecting the offers of military assistance by the colonies to the British Government. You will perceive that I have been asked to forward the same to New Zealand for the information of the Government.

The Hon. the Premier, Wellington.

I have, &c.,
F. D. BELL.

Enclosure in No. 7.

SIR,—

Royal Colonial Institute, 15, Strand, W.C., 17th February, 1885.

I have the honour to append a copy of resolutions concerning the recent offers of military assistance received from the colonies, which were adopted by the Council of the Royal Colonial Institute at a meeting held this day; and request that you will be so good as to transmit the same to your Government for their information.

Sir Francis Dillon Bell, K.C.M.G.,
Agent-General for New Zealand.I have, &c.,
FREDERICK YOUNG,
Honorary Secretary.

Sub-Enclosure in No. 7.

RESOLUTIONS adopted by Council of Royal Colonial Institute, 17th February, 1885.

1. THAT the Council of the Royal Colonial Institute have received with great satisfaction the announcement of the spirited and patriotic offers from Canada, New South Wales, Victoria, South Australia, and Queensland to equip and send military contingents, at their own cost, to the Soudan, to assist the British Government in the military operations now being carried on in that country. The Council view this action on the part of the various colonies as an earnest proof of their generous sympathy with the Mother-country and of their strong desire to maintain the permanent unity of the Empire. They trust that the Home Government will heartily respond to these noble offers.

2. That copies of the foregoing resolution be forwarded to the Right Hon. the Secretary of State for the Colonies, and to each of the Agents-General for the colonies.

No. 8.

The PREMIER, New Zealand, to the PREMIER, Melbourne.

We have carefully considered the question of despatching a force to the Soudan, and we have come to the conclusion we cannot take action without the sanction of Parliament.

3rd March, 1885.

ROBERT STOUT.

No. 9.

The PREMIER to the ACTING CHIEF SECRETARY, Adelaide.

[Same as No. 8.]

No. 10.

The AGENT-GENERAL to the PREMIER.

SIR,—

7, Westminster Chambers, London, S.W., 24th March, 1885.

I transmit to you herewith a *Times* report of what took place in the House of Lords on the 16th instant, when the Earl of Wemyss and March moved an address to the Queen relating to the offers of troops made by the Australian Colonies. Her Majesty's answer was brought up last night in the following terms: "I have received your loyal and dutiful address. The generous offers of military service made to me by my colonies and by India have given me the liveliest satisfaction. I have cordially accepted the assistance thus loyally tendered, and I trust that it will be found practicable to despatch contingents from several colonies for service with my army during the present year. The patriotic sympathy and spirit which have been displayed on this occasion in different parts of my united Empire have given me the highest gratification."

Although New Zealand is not one of the colonies offering troops, you will appreciate, I am sure, the good feeling shown by Lord Wemyss towards them all, and Her Majesty's gracious message in reply.

The Hon. the Premier, Wellington.

I have, &c.,
F. D. BELL.

No. 11.

The SECRETARY of STATE to Governor Sir W. F. D. JERVOIS.

SIR,—

Downing Street, 18th May, 1885.

I have the honour to transmit to you for communication to your Government a copy of a letter which has been received from the Royal Colonial Institute respecting a memorial which has been largely and influentially signed in this country, thanking Her Majesty's subjects in the colonies for the generous offers made to send troops for service in the field, together with a copy of the reply which I caused to be returned to this letter.

Governor Sir W. F. D. Jervois, G.C.M.G., C.B., &c.

I have, &c.,
DERBY.

Enclosure 1 in No. 11.

The ROYAL COLONIAL INSTITUTE to the COLONIAL OFFICE.

MY LORD,—

6th May, 1885.

I have the honour to forward your Lordship the following information of the result of the recent appeal to the people of the United Kingdom to join in a letter of thanks to our countrymen and kindred beyond the seas who have offered men for active service.

A few weeks since copies of a memorial were forwarded from the Royal Colonial Institute to various public bodies throughout the United Kingdom, including the Mayors and Provosts of the principal towns of England, Ireland, and Scotland, requesting them to use their influence in obtaining signatures to it in their various localities, and to return it to me not later than the 1st of May.

The memorial was as follows: "We, the undersigned subjects of the Queen resident in the Old Country, desire to express our gratitude to our countrymen and kindred beyond the sea for the generous offer they have made to send troops for active service. We have always believed that our ties of blood and common love of freedom would keep the Empire one and indivisible. We thank you for this proof that our faith is founded on truth."

To this appeal a most gratifying and remarkable response has been returned. I have received a total of more than twenty thousand signatures to the memorial "from all sorts and conditions of men." These include the names of men of all parties in politics and all classes in society. Animated by the desire to let it be known how warmly they recognize this splendid and disinterested act on the part of the colonies of Great Britain towards the Mother-country in her hour of need, peers, members of Parliament, judges of the Supreme Court, justices of the peace, mayors of towns and members of town councils and corporations, masters of city companies, professors of universities and men of science and literature, barristers, poets, authors, artists, clergy of all denominations, merchants, bankers, traders, artisans, labourers, and others have signed it. In many cases the mayors of provincial towns have affixed the corporate seal and signed the memorial "on behalf of the inhabitants."

It is evident from the readiness with which the signatures have everywhere been attached to this "letter of thanks" that, large and representative as has been the number of names obtained, want of opportunity alone has prevented tens of thousands more of the people of the United Kingdom signing it, in order to express their warm appreciation of the noble, generous, and patriotic conduct of our countrymen and kindred beyond the sea which has evoked it.

I have, &c.,

FREDERICK YOUNG,
Honorary Secretary.The Right Hon. the Earl of Derby, K.G.,
Her Majesty's Secretary of State for the Colonies.

Enclosure 2 in No. 11.

The COLONIAL OFFICE to the ROYAL COLONIAL INSTITUTE.

SIR,—

Downing Street, 13th May, 1885.

I am directed by the Earl of Derby to acknowledge the receipt of your letter of the 6th instant, showing the result of the recent appeal to the people of the United Kingdom to join in a letter of thanks to Her Majesty's subjects in the colonies who have offered troops for active service abroad.

Lord Derby has received with pleasure this further evidence of the satisfaction which the patriotic action of the colonies has given to the people of this country, and his Lordship will transmit a copy of your letter to the Governors of those colonies from which the offers were received.

I have, &c.,

Frederick Young, Esq.

JOHN BRAMSTON.

ENGLISH.

1. Make a short abstract, schedule, or docket of the accompanying despatch and enclosures.
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.

ARITHMETIC.

1. What is meant by "numeration"? Explain by an example. Divide two hundred and seventy-five million eight thousand and fifty by thirty thousand and five.
2. Define a "multiple" of any number; also a "common multiple" and the "least common multiple" of any two or more numbers. Determine the L.C.M. of 12, 15, 35, 560.
3. If, with a capital of £1,500, I gain £140 in eight months, in what time, with a capital of £546, should I gain £45 10s.?
4. State and explain the rules for (a) the multiplication and (b) the division of fractions. Multiply $\frac{8}{9}$ of $3\frac{6}{7}$ by $\frac{7}{12}$ of $15\frac{9}{10}$. Divide $2\frac{2}{3}$ of $2\frac{3}{4}$ by $2\frac{3}{4} - 2\frac{1}{4}$.
5. What fraction of 2lb. 10oz. av. must be added to 1lb. 8oz. troy to give 3lb. 7oz. 10dwt.?
6. Find value of $\frac{1.18}{.152} \times \frac{3.04}{295} \div .00125$.
7. Extract the square root of $1383\frac{21}{25}$; also of $\frac{.00125}{.18}$.
8. Find the true discount on £512 15s. 3d., due 52 days hence, at $2\frac{1}{2}$ d. per cent. per day.
9. Find the average of 9, $27\frac{1}{2}$, 0, $\frac{3}{4}$, 15, $8\frac{1}{8}$, 26; and express the fractional part decimally.
10. A vessel and her cargo are worth £125,426: for what sum must they be insured at $8\frac{1}{2}$ per cent., so that, if lost, the owners may recover both the value of the ship and cargo, and also the premium paid as insurance?
11. The dimensions of a room are as follows: $5\frac{2}{3}$ yd. long by $4\frac{1}{2}$ yd. broad and 10ft. high, with two windows in it, each 6ft. by $3\frac{1}{4}$ ft., a door $7\frac{1}{2}$ ft. by 4ft., and a fireplace 5ft. by 4ft.: what will it cost to distemper the ceiling at 6d. per square yard, and paper the walls with paper 20 inches wide, costing 5s. 6d. the dozen yards?

GEOGRAPHY.

1. Write what you know of the Off-lying Islands of New Zealand.
2. Two persons start at the same time to travel round the world; one goes E., the other W. What discrepancy would they find in their time when they arrived home again? Account for it.
3. These travellers start from London and go due E. and W. Where would they meet when they had gone half-way; and what countries, seas, &c., would each have crossed?
4. Where are supplies of cinnamon, nutmegs, cork, indiarubber, tapioca, sandalwood, mahogany, and logwood chiefly obtained from?
5. Draw a sketch-map of the world, marking the principal mountain-ranges on it.
6. What are the principal agents of change in the earth's surface? Describe their effect, and illustrate by examples.

LATIN.

1. Translate—

Intactis opulentior	Campestres melius Scythae,
Thesauris Arabum et divitis Indiae,	Quorum plaustra vagas rite trahunt domos,
Caementis licet occupes	Vivunt, et rigidi Getae,
Tyrrhenum omne tuis et mare Apulicum,	Immetata quibus jugera liberas
Si figit adamantinos	Fruges et Cererem ferunt,
Summis verticibus dira Necessitas	Nec cultura placet longior annua:
Clavos, non animum metu,	Defunctumque laboribus
Non mortis laqueis expedit caput.	Aequali recreat sorte vicarius.
2. Where were "Tyrrhenum . . . et mare Apulicum"? Who were "rigidi Getae"?
3. Parse fully all the words in—

Defunctumque laboribus
 .Aequali recreat sorte vicarius.

4. Translate—

Aut agitur res in scenis, aut acta refertur.
 Segnius irritant animos demissa per aurem,
 Quam quae sunt oculis subjecta fidelibus, et quae
 Ipse sibi tradit spectator. Non tamen intus
 Digna geri promes in scenam; multaque tolles
 Ex oculis, quae mox narret facundia praesens.
 Ne pueros coram populo Medea trucidet,
 Aut humana palam coquat exta nefarius Atreus,
 Aut in avem Progne vertatur, Cadmus in anguem.
 Quodcunque ostendis mihi sic, incredulus odi.
 Neve minor, neu sit quinto productior actu
 Fabula, quae posci vult et spectata reponi:
 Nec deus intersit, nisi dignus vindice nodus
 Inciderit: nec quarta loqui persona laboret.

5. Explain the allusions in the last two lines of this passage (Question 4).
6. Translate—

Romani ex improvise pulveris vim magnam animadvertunt; nam prospectum ager arbustis consitus prohibebat. Et primo rati humum aridam vento agitari, post ubi aequabilem manere et, sicuti acies movebatur, magis magisque appropinquare vident, cognita re properantes arma capiunt ac pro castris, sicuti imperabatur, consistunt. Deinde, ubi propius ventum est, utrimque magno clamore concurrunt. Numidae tantummodo remorati, dum in elephantis auxilium putant, postquam eos impeditos ramis arborum atque ita disjectos circumveniri vident, fugam faciunt ac plerique

abjectis armis collis aut noctis quae jam aderat auxilio integri abeunt. Elephanti quatuor capti, reliqui omnes numero quadraginta interfecti.

7. Write the ordinals, distributives, and numeral adverbs of *quatuor* and *quadraginta*; also of IX., XIX., and XXIX.

8. What cases may be represented by the infinitive of a verb? Give examples.

GREEK.

1. Translate—

“Ὡς φάτο, μείδησεν δὲ θεὰ λευκώλενος Ἥρη,
Μειδήσασα δὲ παιδὸς ἐδέξατο χειρὶ κύπελλον.
Αὐτὰρ ὁ τοῖς ἄλλοισι θεοῖς ἐνδέξια πᾶσιν
Οἰνοχόαι, γλυκὴ νέκταρ ἀπὸ κρητῆρος ἀφύσσω.
* Ἀσβεστος δ' ἄρ' ἐνώρτο γέλωος μακάρεσσι θεοῖσιν,
Ὡς ἴδεν· Ἥφαιστον διὰ δόματα ποιπνύοντα.
“Ὡς ἴδεν μὲν πρόπαν ἡμᾶρ ἐς ἥλιον καταδύντα
Δαίνυντ', οὐδέ τι θυμὸς ἐδεύετο δαιτὸς εἴσης,
Ὅ μὲν φόρμιγγος περικαλλέος, ἣν ἔχ' Ἀπόλλων,
Μουσῶν θ', αἱ αἶειδον ἀμειβόμεναι ὅπι καλῆ.”

2. Decline πᾶσιν, γλυκὴ, φόρμιγγος, ἦν.

3. Give the Greek cardinal numbers from one to twenty.

4. Write out the present indicative active of τίθημι, the imperfect indicative of εἰμί, the first aorist indicative passive of τύπτω, and the first aorist indicative middle of τύπτω. Give also the first and the second aorist participles active of τύπτω.

5. Translate—

Τὸ δὲ σύμπαν δῆλος ἦν Κῆρος σπεύδων πᾶσαν τὴν ὄδιν καὶ οὐ διατρίβων ὅπου μὴ ἐπισιτισμοῦ ἕνεκα ἢ τινος ἄλλου ἀναγκαῖον ἐκαθέζετο, νομίζων, ὅσῳ μὲν ἂν θάπτον ἔλθοι, τοσοῦτω ἀπαρασκευαστοτέρῳ βασιλεῖ μαχεῖσθαι, ὅσῳ δὲ σχολαιότερον, τοσοῦτω πλέον συναγείρεσθαι βασιλεῖ στράτευμα. Καὶ συνιδεῖν δ' ἦν τῷ προσέχοντι τὸν νοῦν ἢ βασιλέως ἀρχὴ πλήθει μὲν χώρας καὶ ἀνθρώπων ἰσχυρὰ ὄσα, τοῖς δὲ μήκεσι τῶν ὁδῶν καὶ τῷ διεσπᾶσθαι τὰς δυνάμεις ἀσθενῆς, εἴ τις διὰ ταχέων τὸν πόλεμον ποιοίτο.

6. Give the syntax of ὁδόν, ἀναγκαῖον, προσέχοντι, δυνάμεις, ἀσθενῆς.

7. How far does the last sentence in this extract agree with statements in other parts of the book?

FRENCH.

1. Translate—

Un jour Canut le Grand, roi d'Angleterre, *était* sur le bord de la mer avec toute sa cour. Ses courtisans *exaltaient* comme le plus grand des monarques, et *appelaient* le maître de la terre et de la mer. Canut *saisit* cette occasion pour *confondre* ses flatteurs et leur prouver qu'il n'était pas le dupe de leurs sots discours. Il *s'assit* sur la plage. La mer montait; il lui commanda de s'arrêter et de respecter le souverain de l'Angleterre. La mer montait toujours, et *vint* mouiller les pieds du monarque, qui fut obligé de se retirer. Alors Canut, se tournant vers ceux qui l'entouraient, leur *dit*: “Vous *voyez* la faiblesse des rois de la terre; *apprenez* que la puissance des princes est bien peu de chose, et qu'il n'y a d'autre maître que Dieu qui gouverne l'univers.”

2. Write the third person singular of the present indicative of the verbs in italics in the above passage.

3. Name the prepositions which must be repeated before the words they govern. What mood do they respectively govern?

4. The following words have each more than one gender: give their meanings according to gender: *aigle, mémoire, mode, personne, souris, tour, voile, somme.*

5. Translate into French: (a) You do nothing but complain; (b) You have only just complained; (c) The shoe hurts my foot; (d) That house is larger than I thought it was.

6. Give the English for—(a) Il m'importe peu; (b) À l'abri du danger; (c) L'un chez l'autre; (d) Le long de l'eau.

7. Write a letter in French to a friend: choose your own subject.

TRIGONOMETRY.

1. Prove $\tan \frac{1}{2}A \tan \frac{1}{2}B \tan \frac{1}{2}C = \frac{r}{s}$, r being the radius of the inscribed circle, and s half the perimeter.

2. Prove—

$$\sin 15^\circ = \frac{1}{2} \sqrt{2 - \sqrt{3}}.$$

$$\sin 75^\circ = \frac{1}{2} \sqrt{2 + \sqrt{3}}.$$

$$\tan 15^\circ = 2 - \sqrt{3}.$$

$$\tan 75^\circ = 2 + \sqrt{3}.$$

3. Given the base of a plane triangle, one of the angles at the base, and the sum of the other sides, to resolve the triangle.

4. Express the angle subtended at the centre of a circle by an arc which is equal in length to the radius, and show that it is an invariable angle.

5. The circular measure of the difference of the two acute angles of a right-angled triangle is $\frac{\pi}{12}$: express the two angles in degrees.

6. At the foot of a mountain the elevation of its summit is found to be 45° . After ascending for one mile, at a slope of $12^\circ 30'$ towards the summit, its elevation is found to be 65° . Determine the height of the mountain in feet.

7. Given $A=45^\circ$, $a=57$, $b=64\cdot3$. Find the other two angles and side.

8. Given $C=27^\circ 45'$, $a=1,280$, $b=1,860$. Find the other two angles and side and area.

9. Given $A=47^\circ 24'$, $C=80^\circ 45'$, $b=446$. Find a and c .

ALGEBRA.

1. Divide $(x+y)^3+z^3$ by $x+y+z$.

2. Find $(\sqrt{a}+\sqrt{b})^3$.

3. Reduce $ab^2 - \frac{a^2b^2-b^3}{a}$ to a fractional form, and $\frac{x^4}{x^2-y^2}$ to a mixed quantity.

4. Simplify $\frac{\frac{m^2+n^2}{n} - m}{\frac{1}{n} - \frac{1}{m}} \times \frac{m^2-n^2}{m^2+n^2}$.

5. Reduce to an entire surd $2a^2x\sqrt{2a}$; to a common index $2a^{\frac{2}{3}}$ and $3a^{\frac{1}{3}}$. Multiply $(a+b)^{\frac{1}{2}}$ by $(a-b)^{\frac{1}{2}}$; and divide $(a+b)^{\frac{1}{2}}$ by $(a-b)^{\frac{1}{2}}$.

6. Give the fifth term of $(a^2-b^2)^{12}$.

7. Extract the square root of $x^{\frac{1}{2}} - 2x^{\frac{1}{2}}(y^{\frac{1}{2}}+z) + y^{\frac{1}{2}}(y^{\frac{1}{2}}+2z) + z^2$.

8. Solve the equations: $a+x+\sqrt{a^2+x^2}=b$; $\frac{5x}{x+4} - \frac{3x-2}{2x-3}=2$.

9. £20 being divided into three amounts, you find that if from half the first you take one-third of the second and one-fourth of the third you have £2; whereas if you add one-fourth of the second and one-third of the third to a fifth of the first you have £4 16s. 8d. Find the amounts.

10. Find two consecutive numbers whose product is 342.

11. A and B purchase three hundred pounds' worth of stock each. A buys 3-per-cents. and B 4-per-cents. B receives £1 more interest than A . Stocks rise 10 per cent., and they sell out; when A receives £10 more than B . At what prices were the stocks originally purchased?

GEOMETRY.

1. If two straight lines cut each other, the angles which they make at the point where they cut are together equal to four right angles.

2. If the straight line joining the vertex of a triangle to the middle point of the base be greater than half the base, the angle at the vertex is acute.

3. Show that the parallelograms about the diagonal of a square are likewise squares.

4. Describe a square that shall be equal to a given rectilineal figure.

5. If any two points be taken in the circumference of a circle, the straight line which joins them shall fall within the circle.

6. Describe a circle about a given equilateral and equiangular pentagon.

7. The base of a triangle is given in position, and its vertical angle in magnitude: find the locus of the centre of its inscribed circle.

CHEMISTRY.

1. Describe phosphorus, its mode of preparation, and its oxygen compounds.

2. Describe ammonia, its composition, preparation, compounds, and uses.

3. Describe the compounds of sulphur and oxygen, and their uses in the arts.

4. What is the difference between a mechanical mixture and a chemical compound? Illustrate by examples of solids, fluids, and gases.

5. Describe the qualitative analyses of solutions to distinguish salts of copper, iron, barium, calcium, potassium, sodium.

NATURAL PHILOSOPHY.

1. Describe the lifting-pump and hydraulic ram.

2. Explain and illustrate the terms capillary attraction, friction, gravitation, and specific gravity.

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

4. Describe the theory of spectrum analysis.

5. Describe the chemical and dynamical methods for producing the electric light.

HISTORY.

1. What was the condition of the people of Great Britain—(a) prior to the Roman invasion; (b) for a century after the Norman Conquest; (c) for a century after the accession of the Tudors?

2. In what directions, and how, were the British dominions increased or decreased during the eighteenth century?

3. Give the provisions of the principal laws relating to religion and liberty enacted in the reign of Charles II.

4. When, why, and between whom were the following treaties made, and what were their provisions: Wallingford, Bretigny, Ryswick, Utrecht, Paris (in Victoria's reign)?

5. Mention continental sovereigns contemporary with the following English monarchs, and state why their names are of importance to the student of English history: Richard I., Henry VIII., Anne, George II., George III.

BOOK-KEEPING.

What are the names of the principal systems of book-keeping, and describe the leading features in each system?

Give the names of the books usually employed in recording the transactions of a merchant's business, and the purposes they serve.

A merchant recommenced business with assets and liabilities as under, viz. :—

ASSETS.			£	s.	d.	£	s.	d.
Cash in the Colonial Bank	...	...	2,525	0	0			
Wellington-Manawatu Railway debentures	...	...	500	0	0			
Shares in Wellington Trust and Loan Company	...	...	1,500	0	0			
Bills receivable	...	...	7,375	15	6			
3-per-cents English Consols	...	...	6,425	0	0			
One-third share of barque "Ceylon"	...	...	7,000	0	0			
Sugar consigned to Haymonson and Co., Dunedin	...	...	1,465	0	0			
Petter, Webbe, and Co.	...	...	2,525	0	0			
W. Martin	...	...	1,350	0	0			
Interest accrued	...	...	225	0	0			
						30,890	15	6
LIABILITIES.								
Insurance premiums...	...	...	825	0	0			
Bills payable	...	...	2,540	17	9			
My share of loss on venture in tallow to London	...	...	1,870	0	0			
Haymonson and Co., Dunedin	...	...	1,420	0	0			
Henry Samuel	...	...	725	0	0			
						7,380	17	9

The above statements are to be journalized.

Journalize the following transactions :—

Bought of Saul Samuel and Co., of Calcutta, on account of W. Woods and Co., London,—								
40 bags cotton	...	...	...	...	...	£605	0	0
Commission and other charges	...	...	...	...	...	16	0	0
Cash paid Stewart and Co. on account of W. Woods and Co., London,—								
For cotton	...	...	...	...	...	315	0	0
Accepted bill at 3 months in favour of S. Samuel and Co.	...	...	...	...	...	605	0	0
Sold to J. Palmer, 22 bags cotton	...	...	...	...	...	299	0	0
Expenses	...	...	...	...	...	1	4	6
J. Palmer, paid cash	...	...	...	...	...	150	4	6
Received J. Palmer's acceptance, at 1 month	...	...	...	...	...	150	0	0

In closing your books, and ascertaining how you stand, suppose you use a "balance account"—state the reason why the difference of the "profit and loss account," added to the difference of the "stock account," equals the exact difference of the "balance account."

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