

SESS. II.—1891.  
NEW ZEALAND.

EDUCATION:  
TEACHERS' AND CIVIL SERVICE EXAMINATIONS.

[In Continuation of E.—1A, 1890.]

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

The INSPECTOR-GENERAL of SCHOOLS to the Hon. the MINISTER of EDUCATION.

SIR,—

Wellington, 30th April, 1891.

I have the honour to report that, according to regulation, the annual examination of candidates for teachers' certificates was held in the month of January, and the junior and senior examinations for the Civil Service took place at the same time. The examination centres were eighteen in number,—Thames, Hamilton, Tauranga, Gisborne, and Westport, and the thirteen places in which Education Boards have offices.

The number of candidates of all classes was 1,001. The expenses of the examinations amounted to £652 9s. 7d., and the fees to £659 8s. 6d. The fees therefore paid for the examination, and left a balance of £6 18s. 11d. towards paying for the prizes (amounting to £18) given to the three best candidates in Elementary Experimental Science for Class D, and the three best in Drawing.

There were 54 candidates for the senior Civil Service examination, of whom 4 passed with distinction, 14 simply passed, 11 secured "partial pass," and 2 passed in shorthand, being candidates for that subject only.

For the junior Civil Service examination 192 candidates entered, and 80 obtained marks not less than one-third of the maximum, and consequently had their names published in the *Gazette*. Of the 80 candidates whose names were so published, there are 36 who do not desire to enter the public service; leaving 44 whose names are recorded in the office of the Colonial Secretary as the persons to whom, in the order in which their names appear in the list, vacancies occurring in the Service in 1891 are to be offered.

Five pupil-teachers presented themselves for examination in one or other of the four parts into which the Drawing prescribed for teachers is divided, and all passed. Seven teachers holding provisional certificates entered to complete their qualification for full certificates: five passed, one failed, and one did not attend.

For the ordinary certificate examinations the number of candidates was 743: these are classified in the following table—(1) with respect to the examinations for which they entered (the whole examination for Class D, so much of that examination as was required to complete their qualification for that class, the whole examination for Class E, or so much as was required for completion); and (2) with respect to their relation to the public-school system as certificated teachers, uncertificated teachers, uncertificated pupil-teachers, normal-school students, ex-teachers (including ex-pupil-teachers and ex-students), and persons not connected in any way with the public schools (except, perhaps, as past pupils):—

	For D.	For D Completion.	For E.	For E Completion.	Totals.
Certificated	63	96	...	...	159
Teachers not certificated	13	13	47	103	176
Pupil-teachers	20	4	135	56	215
Normal-students	40	9	32	5	86
Ex-teachers	4	4	28	27	63
Unconnected	14	1	22	7	44
	154	127	264	198	743

Out of the 743 candidates, 62 were absent, and 233 of those who sat failed to obtain any status, or any improvement of their status, with respect to classification. Of those that failed, 127 merely failed to "complete"—that is, to change their status from "partial pass" to "certificate;" and, of the remaining cases of failure (24 for Class D, and 82 for Class E), only 6 cases for D and 51 for E

go to swell the list of persons against whose names the only record as yet is "failed." Most of the 24 cases in D are those of teachers already holding E certificates, and 31 cases in E are those of candidates that were on the "failure" list before. On the other hand the lists of passes and "partial passes" contain the names of 29 candidates whose names were previously in the "failure" list. The certificated teachers contribute the largest proportion to the list of 62 absentees, which is composed as follows: Certificated, 26; uncertificated teachers, 16; pupil-teachers, 12; normal-students, 2; ex-teachers, 6.

The passes for D number 140, but these passes will result in the issue of only 63 certificates, because 77 of those that passed already possessed E certificates or had passed the E examination. The 63 new D certificates go to 15 teachers, 7 pupil-teachers, 37 normal-students, and 4 outsiders.

The cases of success sufficient for "partial pass" are 53, of which 12 are included also in the number of passes for Class E. The passes for E are 158 in number: the new certificates therefore will be 221 (63 for D and 158 for E). The new certificates for E will be distributed as follows: To 55 teachers, 72 pupil-teachers, 21 normal-students, 8 ex-teachers, and 2 outsiders.

The "partial passes" for Class E are 109. The analysis of the numbers with respect to success, partial success, and failure is as follows:—

	Pass D.	Partial D.	Partial D and Pass E.	Pass E.	Partial E.	Absent.	Failed.	
Entered for D ... ..	154	56	41*	12*	4	2	15	24
Entered for D completion ...	127	84	...	...	1	...	11	31
Entered for E ... ..	264	...	...	...	55	107	20	82
Entered for E completion ...	198	...	...	...	86	...	16	96
	<u>743</u>	<u>140</u>	<u>41</u>	<u>12†</u>	<u>146†</u>	<u>109</u>	<u>62</u>	<u>233</u>

\* 53 Partial D.

† 158 Pass E.

The papers set at the examination, and the lists of passes and partial passes for certificates, are appended.

The Hon. the Minister of Education.

I have, &c.,

WM. JAS. HABENS.

## EXAMINATION LISTS.

### I.

PASSED FOR CLASS C (University status being taken into account).

Auckland—

Newcombe, Frederic.

Nelson—

Knapp, Jessie.

North Canterbury—

Wells, Ada.

### PASSED FOR CLASS D.

Auckland—

Brown, Francis Hamilton.

Edwards, Arthur.

Ellis, Howard James Shoveller.

Green, William.

Hames, Luther.

Hetherington, Samuel Armstrong.

Jones, David William.

Macky, Euphemia.

Moses, Annie.

Nixon, Amelia Maude.

Picken, Bertha Faith.

Ramsay, James Black.

Thompson, Georgina Amelia.

Tisdall, Estelle Adelaide.

Wallis, Sara Jane.

Warren, Francis.

Webber, Joseph William.

Wernham, William John.

Whitham, Robert Curer.

Wilson, Henry Brougham.

Worsley, William Harold.

Taranaki—

Dencker, Eugene Ferdinand.

Wanganui—

Astbury, Henry Edward.

Crabbe, Norman James.

Wellington—

Ballingall, Mary.

Bennett, Francis.

Black, Jessie.

Bright, Alice Maude.

Davis, Caroline.

Drummond, Robert.

Evans, Fanny.

Leighton, Lucy Jane.

Nairn, Jessie.

Hawke's Bay—

Andrews, Helen Bird.

Baker, Mary Eliza.

Thomson, Frank James.

Marlborough—

Williams, Mary Caroline.

Nelson—

Hughes, Margaret.

Laird, Annie.

Riley, Eveline Charlotte.

Worley, William Frederick.

Westland—

Forster, Mary Jane.

North Canterbury—

Andersen, Jorgine Marie.

Anderson, George.

Balch, William.

Budden, Mary Maude.

Burgess, Emily.

Burns, Trevelyan.

Burr, Susanna Mary.

Campbell, Maggie Jane.

Chamberlain, Martha Jane.

Dalziel, Annie.

Fechney, Jessie.

Gilmour, Ellen.

Hall, Charles.

Howard, Annie Elizabeth.

Johnston, Gertrude Hilda.

Kippenberger, Karl.

Lezard, Ida.

Lewis, Lydia.

Low, Benjamin Harris.

Marshall, John.

Milsom, Margaret Simson.

Morland, Margaret Eliza.

Pilkington, George Merritt.

Rowley, Elizabeth Matilda.

Ryde, Henry John.

Seay, William Nixon.

Sims, Arthur Vickery.

Smith, Sidney Gerald.

Speight, Hubert.

Thomas, Arthur.

Thompson, Margaret.

South Canterbury—

Balfour, Margaret Alice.

Goldstone, Charles James.

Wake, Hugh Godfrey.

## Otago—

Andrew, Fanny Louisa.  
 Baron, Alice Maud Mary.  
 Bell, Cecil Frederick John.  
 Bevin, Elizabeth Ellen.  
 Brownlee, Jane Markland.  
 Brunton, John.  
 Burnside, Marion.  
 Cron, William.  
 Cross, Ada Maria.  
 Diack, William Alexander.  
 Donald, Agnes Gilmour.  
 Dow, Annie Cecilia.  
 Downes, Louisa Alice Nina.  
 Duncan, Catherine Buchan.  
 Forsyth, Alice Josephine.  
 Graham, George Proudfoot.  
 Grave, William George.  
 Greig, Alexander.  
 Gunn, Elizabeth Jane.  
 Hardy, James William.  
 Hawkes, Richard Neville Nettles.  
 Higgins, Jessie.  
 Hilgendorf, Francis.  
 Johnston, Elizabeth Lamb.  
 Jones, Arthur Edward.  
 Jones, Herbert Charles.  
 Joyce, Mary.  
 Kinder, Jemima.  
 King, Janet Isabella.  
 King, Mary.  
 Kirby, Christiana Elizabeth.  
 McGill, Robina Leckie.  
 MacGregor, Agnes Susan Craig.  
 MacGregor, Grace Elliot.  
 MacGregor, Helen.  
 MacGregor, Katherine MacLean.  
 McLaren, Christina.  
 Marchbanks, Davina Venables.  
 Montgomery, James Stevenson.  
 Orkney, Eva Marion.  
 Paterson, Janet.  
 Pollock, Neil.  
 Porteous, Rachel Walker.  
 Reid, Jane.  
 Reid, Margaret Adams.  
 Richards, Louisa Lawrence.  
 Robertson, John.  
 Ross, Agnes.  
 Simmers, James Macintosh.  
 Sinclair, Margaret.  
 Stewart, Peter Grassack.  
 Thomson, Margaret Hamilton.  
 Tubman, Robert George.  
 Watson, Flora.  
 Weir, Catherine Graham.  
 White, Janet Anne.  
 Williams, Gertrude.

## Southland—

Gray, John.  
 Grenfell, Alfred Fitchett.  
 McNeil, Angus.  
 Robertson, George Edward.

## PASSED FOR CLASS E.

## Auckland—

Allely, Eliza Anne.  
 Bayly, Jessie Jane.  
 Brown, Emily.  
 Cameron, Jane Ann.  
 Carley, Mary Jane.  
 Chappell, Henty May.  
 Coad, Sarah Ann.  
 Davis, Charlotte Kate Calver.  
 Dixon, Joseph Francis.  
 Field, Mary Ann.  
 Fraser, Jessie Anne.  
 Gaudin, Frederic Edward Norman.  
 Gelling, William Mansfield.  
 Hall, Alfred Joseph Charles.  
 Hammond, Thomas William George Howard.  
 Harris, Mabel Gertrude.  
 Hawkins, Agnes.  
 Hougham, Minnie Eliza.  
 Johnston, Violet Alexandra.  
 Kells, Alice Muriel Vernon.  
 Kelly, Elizabeth.  
 Lewis, Elizabeth.  
 Mackay, Jessie Maggie.  
 McQuade, Mary Robertson Spiers.  
 Millington, Ellen.

Auckland—*continued.*

Newman, Margaret Slingsby.  
 Rapson, George Walter.  
 Read, Thomas.  
 Sandes, Ellen Kathleen.  
 Shannon, Annie Mary.  
 Thompson, Frances Ethel.  
 Walters, Amelia Jane.  
 Walters, Ernest James.  
 Warn, John Martin.  
 Willis, James.  
 Wrigley, Agnes Anna.

## Taranaki—

Macleay, Charles.  
 Surrey, Robert George.  
 Todd, Marion Edith Thompson.  
 Winfield, Thomas Baddar.

## Wanganui—

Black, Joseph Robert.  
 Ewing, Jane.  
 Low, Elizabeth Keare.  
 McDonald, Alison.  
 Meads, Maude Felicia.  
 Payne, Henry Marriott.  
 Prendergast, Ellen.  
 Warne, Catherine Towler.  
 Watkin, Leonard James.

## Wellington—

Batt, Sarah Elizabeth.  
 Braithwaite, Mary Susanna.  
 Britland, Walter.  
 Brown, Helen Mary.  
 Campbell, Isabella.  
 Cole, Lillian Sarah.  
 Feist, Adolph Monod.  
 Feist, Annie McInnes.  
 Forbes, Emma Louisa Stuart.  
 Graham, Margaret Louise.  
 Hamilton, Dorothea.  
 Hudson, Priscilla.  
 King, Edith Mary.  
 McBain, Alexander.  
 McGregor, Lois.  
 Mowat, Elizabeth Dalglish.  
 Robinson, Elizabeth.  
 Whitehorn, Henry Saxon.  
 Williams, Mary.

## Hawke's Bay—

Bissell, John.  
 Caughley, John.  
 Collinge, Alice Maud.  
 Redman, Jane.

## Marlborough—

Jeffries, Laura.

## Nelson—

Bird, Kate Bayliff.  
 Boswell, Edward Blair Buchanan.  
 Boyes, William Henry.  
 Cowles, Sarah Alice.  
 Dobson, Frank Barker.  
 Prebble, Norah Elizabeth.  
 Regan, Michael Dignan.

## Grey—

Blair, Christina.  
 Harrison, Ada.  
 Henderson, Beattie Mary.  
 Kemple, Alice Margaret.  
 Kilgour, Josephine Eva.  
 Lawes, Florence Mary Eliza.  
 Sotheran, Jane.  
 Stewart, Margaret.

## Westland—

Evans, William James.  
 Nightingale, Henry John.  
 Wilson, Margaret Ann.

## North Canterbury—

Armstrong, Isabella.  
 Baird, Samuel.  
 Bishop, Agnes Amy.  
 Brocklehurst, Lysia.  
 Brown, Ernest Hannibal.  
 Bruce, Robert.  
 Budd, George William Eustace.  
 Burke, Floretta.  
 Craddock, Agnes Amelia.  
 Craig, Sarah Margaret.  
 Currie, Mary.  
 Dixon, Emma.  
 Douds, Maria.  
 Durose, Florence.

North Canterbury—*continued.*

Hayward, Mary.  
 Hight, James.  
 Howard, Lucy Alice.  
 Lancaster, William.  
 Laraman, Philip Ethelbert.  
 Maber, William George.  
 McHaffie, Catherine Anne.  
 Mathews, Agnes.  
 Morrison, Mary Jane.  
 Murgatroyd, Harriet.  
 Owen, Llewellyn.  
 Petrie, Flora.  
 Pratt, Minnie Ellen.  
 Simmons, Elizabeth.  
 Watson, Claudia.  
 Withell, Charles William.  
 Woolley, Amelia Rose.

## South Canterbury—

Baxter, Robina Margaret.  
 Bruce, Anne.  
 Glanville, William John.  
 Oxby, Mary Caroline.  
 Roskruge, Charles Glynn.  
 Shirtcliffe, Clara Isabella.  
 Strong, Theophilus Benjamin.

## Otago—

Alexander, Mary.  
 Bagley, Benjamin.  
 Broome, Annabella.  
 Brunton, Jane.  
 Cusack, James.  
 Dench, Violet Eliza Martha.  
 Dickson, Mary Dunbar.  
 Gibb, Helen Cunningham.  
 Gow, Alexander.  
 Hannah, Kate Isobel.  
 Howat, Jessie Connell.  
 Jones, Eliza Jane.  
 MacDonnell, Muriel Thomasine.  
 McDuff, Alexander.  
 McLean, Elizabeth.  
 Maxwell, William Stuart.  
 Ralston, Jane Graham.  
 Ross, Alexander Murray.  
 Urie, Minnie Isabella.  
 Walker, Isabella.  
 Wilson, Robert.  
 Woods, Mary.

## Southland—

Campbell, Mary Annie Elsie.  
 Christie, Jean Cunningham.  
 McKinnon, Charles.  
 Sangster, Lewis.  
 Scott, Jane Millar.  
 Sutherland, Frederick Robert Hughes.  
 Taylor, Elizabeth.

## II.

## OBTAINED PARTIAL PASS FOR CLASS D.

## Auckland—

Cox, William Lomis.  
 Edwards, Charles Thomas.  
 McIntosh, William Nepean.  
 O'Meara, Mary Anne.  
 Pain, John.  
 Parry, Robert Jones.  
 Smart, David Lowson.  
 Warren, Lily.  
 Worsley, George Arthur.

## Taranaki—

Wyllie, Samuel.

## Wellington—

Browne, Emily Maria.  
 Cowles, Jabez Alfred.  
 Dransfield, Elvina.  
 Hall, Alice Louise.  
 Hopkirk, John Brown.

## Hawke's Bay—

Caughley, John.  
 Rudman, Robert Edgar.

## Marlborough—

Farmer, Mary.  
 Matthews, Laura.

## Nelson—

Ellis, Percival Sylvester Gilbert.  
 Ingall, Ada Georgina Margaret.

## Grey—

Brassell, Walter John.

## Westland—

Davidson, James.

## North Canterbury—

Baird, Samuel.  
 Boswell, Kate McIntyre.  
 Carter, Ada Alice.  
 Cromie, George.  
 Currie, Mary.  
 Green, Jeannie Alexander.  
 Hayward, Mary.  
 Hight, James.  
 Irvine, Thomas.  
 Jackson, Joseph.  
 Johnston, William Henry.  
 Lusk, Alice Jane.  
 McKee, Elizabeth.  
 Morrison, Mary Jane.  
 Shrimpton, Edith Amelia.  
 Simmons, Elizabeth.  
 Smith, William James.  
 Walker, John Stewart.

## South Canterbury—

Bruce, Anne.  
 Gillespie, James.  
 Strong, Theophilus Benjamin.  
 Sutherland, Donella.

## Otago—

Burke, Julia.  
 Chalmer, Clara Ellen.  
 Cusack, James.  
 Maxwell, William Stuart.  
 Sumpter, Clara.  
 Wilson, Robert.

## Southland—

Cameron, Hugh MacLeod.  
 Jackson, Elsie Maud.

## OBTAINED PARTIAL PASS FOR CLASS E.

## Auckland—

Bower, Jessie.  
 Brinsden, Maria Susan Cecilia.  
 Buchanan, Margaret Louisa.  
 Carnachan, Blanche Eleanor.  
 Connor, William John.  
 Cossey, Mary May.  
 Cranch, Maria.  
 Davison, Matilda.  
 Forde, Herbert Ernest.  
 Grant, Elsie Donaldson.  
 Hill, Edith Amy.  
 Holloway, Eveline Matilda.  
 Hosking, George Frederick Charles.  
 Jenkins, David.  
 Johnston, Mary Jane.  
 Johnston, Sarah Anne.  
 Kissling, Hilda Mary Evanson.  
 Larritt, Emma Jane.  
 Lee, Bessie.  
 Lough, Frederic.  
 Reynolds, Alice Jane.  
 Wilson, Sophia.  
 Wily, Harry Herbert Daniel.  
 Wright, Wynne Ravens.

## Taranaki—

Sadler, Agnes Annie.  
 Smith, Frances Mary.

## Wanganui—

Collingwood, William.  
 Innes, Thomas.  
 Keeble, Marion Edith.  
 McLean, Annie Letitia.  
 O'Brien, Lucy Mary.  
 Phyn, Margaret Helen.  
 Stansell, William Frederick.  
 Williamson, Marjory Elizabeth Jane.

## Wellington—

Nelson, Kate Mary.  
 Rennie, Isabella Ann.  
 Sage, Agnes.  
 Treadwell, Clara Millicent.  
 Watson, Caroline Cudmore.

## Hawke's Bay—

Banks, Annie Louisa.  
 Chegwidder, Rose.  
 Ferguson, Mary Emily.  
 Wyllie, Annabella.

## Marlborough—

Howard, Harry Jerome.  
 Wrigley, Annie.

## Nelson—

Austin, William Semmens.  
 Gilbert, Martha Jane.  
 Jordan, Fanny Sarah.

Nelson—*continued.*

- Morrison, Catherine Ann.  
Sadd, Eliza Harriett.  
Virtue, Mary Elizabeth.  
Wray, Jane.
- Grey—  
Eassoff, Edith Amy.  
Gloy, John Frederick.  
Harrison, Henry.  
Robinson, Jeanette.  
Young, John.
- Westland—  
Butler, Annie.  
Cran, Elizabeth.  
Crowley, Annie Mechtildes Josephine.  
Fitzgibbon, James.
- North Canterbury—  
Barber, Minnie.  
Brock, Janet.  
Campbell, Margaret Lavinia.  
Chapman, Lucy.  
Cook, Alice Jane.  
Cottrell, Fanny.  
Edwards, Rosina Marian.  
Flesher, Margaret Maud Elizabeth.  
Harvey, Edith Mary.  
Kain, Wolsey.  
Little, Margaret Jane.  
McGregor, Elizabeth Jane.  
McLean, Minnie.  
O'Shaughnessy, Bernard.  
Peach, Constance Mary.  
Ragg, Alfred Rodolph.  
Revell, Dora.  
Rutherford, Elizabeth Jane.  
Thompson, Ethel.
- South Canterbury—  
Hawke, Frances.  
McLean, Alexander.  
McLeod, John.
- Otago—  
Barnett, Annie Hamilton.  
Chesney, Andrew.  
Davidson, Andrew.  
Donald, James.  
Fowler, Eleanor Marion.  
Hegarty, Margaret.  
McCallum, Maria Menzies.  
MacKellar, Sarah Elizabeth.  
McLean, Grace.  
MacLymont, Mary Elsie.  
Millard, Mary Ann.  
Moore, Marion.  
Palmer, Ellen Harriet.  
Robertson, Anna Maude.  
Shore, Mary Thomson.  
Simmons, Ruth Churchill.  
Stenhouse, Robert Anderson.  
Strachan, David Anderson.  
Thomson, Jane Hamilton.  
Trayes, Catherine Isabella.
- Southland—  
Browne, Marie Stuart.  
Clark, Alexander.  
McDonnell, Bedelia Mary.  
McKillop, David Sutherland.  
Macpherson, Margaret.  
Ross, Donald Stuart.

## PUPIL-TEACHERS PASSED IN DRAWING IN ONE OR MORE BRANCHES.

- Wellington—  
Burns, Andrew Nisbet, freehand.
- Westland—  
Aitken, Wilhelmina I., freehand.  
Crawford, Louisa J., freehand.  
Perry, Edith, freehand.

## III.—PRIZES.

*Class D.*

- Experimental Science—  
Pollock, Neil, Otago, first prize.  
Baron, Alice Maud Mary, Otago, second prize.  
Speight, Hubert, North Canterbury, third prize.
- Classes D and E.*
- Drawing—  
Watkin, Leonard James, Wanganui, first prize.  
Goldstone, Charles James, South Canterbury, second prize.  
Kean, Annie Walker, Wellington, third prize.

## IV.—SPECIAL MENTION.

*Class D.*

- English—  
Dow, Annie Cecilia, Otago.  
Gunn, Elizabeth Jane, Otago.  
Laird, Annie, Nelson.  
Ross, Agnes, Otago.
- Arithmetic—  
Cron, William, Otago.  
Lewis, Lydia, North Canterbury.  
Ramsay, James Black, Auckland.  
Rowley, Elizabeth Matilda, North Canterbury.  
Sinclair, Margaret, Otago.  
Thomas, Arthur, North Canterbury.
- Geography—  
Ellis, Howard James Shoveller, Auckland.  
Pain, John, Auckland.  
Thomas, Arthur, North Canterbury.  
Wake, Hugh Godfrey, South Canterbury.
- History—  
Cromie, George, North Canterbury.  
Ellis, Howard James Shoveller, Auckland.  
Gillespie, James, South Canterbury.  
Ryde, Henry John, North Canterbury.  
Smith, Sidney Gerald, North Canterbury.  
Speight, Hubert, North Canterbury.  
Wernham, William John, Auckland.
- Elementary Experimental Science—  
Baron, Alice Maud Mary, Otago.  
Higgins, Jessie, Otago.  
Johnston, Elizabeth Lamb, Otago.  
Jones, Herbert Charles, Otago.  
MacNeil, Angus, Southland.  
Marshall, John, North Canterbury.  
Paterson, Janet, Otago.  
Pollock, Neil, Otago.  
Porteous, Rachel Walker, Otago.  
Ramsay, James Black, Auckland.  
Robertson, John, Otago.  
Rudman, Robert Edgar, Hawke's Bay.  
Smith, Sidney Gerald, North Canterbury.  
Speight, Hubert, North Canterbury.  
Wake, Hugh Godfrey, South Canterbury.
- Latin—  
Balch, William, North Canterbury.  
Chamberlain, Martha Jane, North Canterbury.  
Ellis, Percival Sylvester Gilbert, Nelson.  
McKee, Elizabeth, North Canterbury.  
Sims, Arthur Vickery, North Canterbury.  
Thomas, Arthur, North Canterbury.
- French—  
Crabbe, Norman James, Wanganui.  
Johnston, Elizabeth Lamb, Otago.  
MacGregor, Katherine MacLean, Otago.
- Algebra—  
Andrews, Helen Bird, Hawke's Bay.  
Cron, William, Otago.  
Darroch, Robert, Wellington.  
Davidson, James, Westland.  
Hetherington, Samuel Armstrong, Auckland.  
Laird, Annie, Nelson.  
MacGregor, Katherine MacLean, Otago.  
Rowley, Elizabeth Matilda, North Canterbury.  
Rudman, Robert Edgar, Hawke's Bay.  
Sinclair, Margaret, Otago.  
Wernham, William John, Auckland.
- Chemistry—  
Davidson, James, Westland.  
Nixon, Anelia Maude, Auckland.
- Biology—  
Speight, Hubert, North Canterbury.
- Class E.*
- English—  
Downes, Louisa Alice Nina, Otago.  
Jones, Herbert Charles, Otago.  
Newman, Margaret Slingsby, Auckland.  
Porteous, Rachel Walker, Otago.  
Strachan, David Anderson, Otago.  
Todd, Marion Edith Thompson, Taranaki.
- Arithmetic—  
Grant, Elsie Donaldson, Auckland.  
McGregor, Lois, Wellington.  
O'Shaughnessy, Bernard, North Canterbury.  
Pollock, Neil, Otago.  
Taylor, Elizabeth, Southland.  
Wilson, Margaret Ann, Westland.
- Geography—  
Bruce, Robert, North Canterbury.  
Caughley, John, Hawke's Bay.  
Gloy, John Frederick, Grey.  
Kissling, Hilda Mary Ewanston, Auckland.

Geography—*continued.*

McHaffie, Catherine Anne, North Canterbury.  
 Porteous, Rachel Walker, Otago.  
 Robertson, John, Otago.  
 Strachan, David Anderson, Otago.  
 Watkin, Leonard James, Wanganui.

## History—

Cranch, Maria, Auckland.  
 Gow, Alexander, Otago.  
 Jones, Herbert Charles, Otago.  
 Reid, Margaret Adams, Otago.  
 Robertson, John, Otago.

## Elementary Science—

Gloy, John Frederick, Grey.  
 Harrison, Henry, Grey.  
 Strachan, David Anderson, Otago.  
 Watkin, Leonard James, Wanganui.

## Domestic Economy and Laws of Health—

Barber, Minnie, North Canterbury.  
 Blair, Christina, Grey.  
 Campbell, Margaret Lavinia, North Canterbury.  
 Carnachan, Blanche Eleanor, Auckland.  
 Dickson, Mary Dunbar, Otago.  
 Durose, Florence, North Canterbury.  
 Easson, Edith Amy, Grey.  
 Edwards, Rosina Marian, North Canterbury.  
 Feist, Annie McInnes, Wellington.  
 Kean, Annie Walker, Wellington.  
 Kells, Alice Muriel Vernon, Auckland.  
 Little, Margaret Jane, North Canterbury.  
 McDonnell, Muriel Thomasine, Otago.  
 Meads, Maude Felicia, Wanganui.  
 O'Brien, Lucy Mary, Wanganui.

*Classes D and E.*

## The Art of Teaching and School Management—

Baron, Alice Maud Mary, Otago.  
 Bevin, Elizabeth Ellen, Otago.

The Art of Teaching and School Management—*continued.*

Brunton, John, Otago.  
 Dixon, Joseph Francis, Auckland.  
 Gow, Alexander, Otago.  
 Jones, Herbert Charles, Otago.  
 Marchbanks, Davina Venables, Otago.  
 Petrie, Flora, North Canterbury.  
 Porteous, Rachel Walker, Otago.  
 Robertson, John, Otago.  
 Ross, Agnes, Otago.  
 Thomson, Margaret Hamilton, Otago.

## Drawing—

Aitken, Wilhelmina J., Westland, freehand.  
 Buchanan, Margaret Louisa, Auckland, freehand.  
 Cron, William, Otago, freehand and model.  
 Faram, Frederick Thomas, Hawke's Bay, freehand.  
 Forde, Herbert Ernest, Auckland, freehand.  
 Gloy, John Frederick, Grey, freehand.  
 Goldstone, Charles James, South Canterbury, freehand and perspective.  
 Harrison, Henry, Grey, freehand.  
 Henderson, Beattie Mary, Grey, freehand.  
 Hill, Edith Amy, Auckland, freehand.  
 Holloway, Eveline, Matilda, Auckland, freehand.  
 Kean, Annie Walker, Wellington, freehand and geometrical.  
 Leffler, Marion Edith, Southland, freehand.  
 Logan, Lily Margaret, Marlborough, freehand.  
 Mackellar, Sarah Elizabeth, Otago, freehand.  
 Millard, Mary Ann, Otago, freehand.  
 Picken, Bertha Faith, Auckland, freehand.  
 Ragg, Alfred Rodolph, North Canterbury, freehand.  
 Read, Thomas, Auckland, model.  
 Robinson, Jeanette, Grey, freehand.  
 Ussher, Martha Jane, Wellington, freehand.  
 Watkin, Leonard James, Wanganui, model.  
 Wernham, William John, Auckland, freehand.

## EXAMINATION PAPERS.

*School Management and Art of Teaching.—For Classes D and E. Time allowed: 3 hours.*

[N.B.—Only one Question in each Section to be answered.]

## SECTION I.

1. Name the registers required in a public school, and state the use of each.
2. How do you find the average attendance for the week and for the quarter? How would you test the accuracy of the daily markings of the register and the quarterly attendance results?

## SECTION II.

1. Draw up a time-table for an infant-room with three classes below Standard I.; staff—a teacher and two pupil-teachers.
2. Draw up a time-table for a room with Standards I. and III.; staff—a teacher and a pupil-teacher.
3. Draw up a time-table for a small country school with three standard classes and two classes preparing for Standard I. Male candidates will suppose a male teacher in charge, and female candidates a female teacher.

## SECTION III.

1. Draw up notes of an object-lesson to an infant class on "A Table."
2. Draw up notes for a geography lesson to a class in Standard II.
3. Draw up notes of a lesson on the pronoun to a class in Standard III.
4. Draw up notes of a lesson on cleanliness to a class in Standard VI.

## SECTION IV.

1. Give some short notes for the guidance of a young pupil-teacher on the method of giving a reading-lesson to Standard I.
2. Describe briefly the alphabetic, the phonic, and the look-and-say methods of teaching reading. Which method do you prefer, and why?
3. In what order would you take reading, spelling, definition, and dictation in connection with a reading-lesson to Standard IV.? Give your reasons.

## SECTION V.

1. Show how you would use long division as an introduction to short division.
2. Explain the method you would use in teaching simple subtraction, and give your reasons for rejecting the others.
3. Explain your method of teaching multiplication by factors, using £2 2s. 2d. multiplied by 234 in illustration of your explanation.

## SECTION VI.

1. What faults in teaching tend to create a habit of guessing? Show the bad effects of such a habit on education, and give illustrations if possible from your own experience as a teacher.
2. What are the different purposes of questioning in education? What classes of questions are objectionable, and why?
3. On what grounds is catechetical teaching preferable to continuous lecturing for young children?

## SECTION VII.

1. What do you understand by "good discipline"? What personal qualities are required in a teacher to secure good discipline? How would you deal with a child's first instance of disobedience?
2. Show the vital importance of good order in school, and illustrate if possible from your own experience.

*Elementary Experimental Science.—For Class D. Time allowed: 3 hours.*

1. What experiments would you make with a view to impressing upon children the fact that matter is capable of existing in three different states?
2. Describe some simple form of Atwood's machine. If supplied with such an instrument for class purposes, what would you do with it?
3. How would you show to a class the varying viscosity of different liquids?
4. What is "resonance"? How would you exhibit the phenomenon?
5. Define "latent heat," and state exactly how you would show to a class that the latent heat of steam is much greater than that of other vapours.
6. How would you make a fairly sensitive galvanometer? Let your answer be such that it would serve as a definite guide to any one wishing to make an instrument of the kind.
7. Give a brief description of the element sulphur, and describe the changes which it undergoes when its temperature is gradually raised.
8. What experiments would you select when endeavouring to convey to a class the meaning of the word "acid"? How would you show that hydrochloric and nitric acids are totally distinct substances?
9. What bearing have the phenomena of oxidation and reduction upon common life? Describe an experiment which would prove that rust is a compound of oxygen and iron.
10. Give an explanation of the use of yeast in making bread, and mention any experiments which might serve to illustrate your explanation.

*Elementary Science.—For Class E. Time allowed: 3 hours.*

[NOTE.—Female candidates for E, if proficient in Needlework, may substitute for this paper the paper on Domestic Economy and the Laws of Health; but passing in Science will not exempt them from passing in Needlework also.]

1. A ball rolling downhill gains velocity: explain this.
2. Explain the action of the different kinds of balloons. If a gas were twice as light as hydrogen, what would be its relative lifting-power?
3. Explain the flight of a rocket. Will it take longer for the rocket to rise than for the stick to fall?
4. Describe various experiments to illustrate the production of a musical note.
5. Draw a diagram to show how you would project a spectrum on a screen. Describe any means of showing complementary colours.
6. Give examples of the use of expansion in the arts, and show how expansion is corrected for in timekeepers.
7. Describe any simple form of electric machine, and explain its action.
8. What are the chief differences between acids and bases? Give several examples of each class, with formulæ.
9. Draw a diagram representing the action of the heart, name the several parts, and describe the course of a blood-corpuscle in passing from the right ventricle to the left auricle.
10. Contrast the modes of life of animals and vegetables, and explain the balanced aquarium.

*Domestic Economy and Laws of Health.—For Class E. Time allowed: 3 hours.*

[NOTE.—This paper is for female candidates for E who are proficient in Needlework, and, in consideration of this, are allowed, if they prefer it, to be examined in Domestic Economy and the Laws of Health instead of in the general subject of Elementary Science. (See the note on the Elementary Science paper.)]

1. Describe the various uses to which eggs are applied in cookery. What is the use of yeast?
2. Give a general account of the kind of food suitable for invalids.
3. What are the precautions you would take to prevent a contagious disease from spreading? Name the chief disinfectants.
4. Describe the kind of site most suitable for a house, and make a sketch of the best kind of arrangement for the disposal of house-slops, &c.
5. Why is ventilation necessary? Describe some of the best methods of ventilation.
6. Classify the various kinds of food, and state the function of each.
7. State what you know of the heredity of disease. Do recent discoveries suggest that consumption is hereditary, or do they suggest that it is contagious?

8. Draw a diagram of the eye. Name the several parts, and show by a section the kind of lens required for short-sighted persons.
9. Describe the circulation of the blood. Draw a diagram of a section through the heart, and write on the diagram the names of the several parts.
10. What are the chief functions of the lungs, skin, kidney, and liver?

*English.—For Class D. Time allowed: 3 hours.*

[All the Questions are to be attempted.]

1. How are (1) sentences and (2) clauses divided in analysis? Define the different kinds of sentences, and give *one* example of each.

2. Parse the italicised words in the following passage:—

“Our purer *essence* then will overcome  
 Their noxious vapour; *or, inured*, not *feel*;  
 Or, changed at length, and to the place conformed  
 In temper and in nature, will receive  
*Familiar* the fierce heat, and void of pain;  
 This horror will grow mild, this darkness light;  
*Besides what hope* the never-ending flight  
 Of future days may bring, what chance, what change  
 Worth *waiting*, since our present lot appears  
 For happy though but ill, for ill not worst.”

3. Correct the following sentences of bad English:—

- (a.) “Who they pronounce to be of all others the least fallible in their judgment.”
- (b.) “I am happy to hear that it was the colonel’s horse, and not himself, who fell in the combat.”
- (c.) “We heartily welcome this collection of stories and sketches, though all of which, if we mistake not, have previously appeared in magazines.”
- (d.) “I never was so long in company with a girl in my life—trying to entertain her—and succeed so ill.”
- (e.) “I meant, when first I came, to have bought all Paris.”
- (f.) “Nothing but dreary dykes, muddy and straight, guarded by the ghosts of suicidal polards, and by rows of dreary and desolate mills, occur to break the blank grey monotony of the landscape.”
- (g.) “This duty is repeated and inculcated upon the reader.”
- (h.) “I acquiesce with you that his character is undeniable.”
- (i.) “Richelieu’s portrait was encircled by a crown of forty rays, in each of which was the name of the celebrated forty academicians.”
- (j.) “The rabid animal, before it could be killed, severely bit Mr. Brown, and several other dogs.”

4. Combine the following short sentences into a single sentence:—

“The Arminianism of the Archbishop was violent.  
 His attachment to ceremonies was childish.  
 His veneration for altars was superstitious.  
 His veneration for painted windows was superstitious.  
 His veneration for vestments was superstitious.  
 His zeal for the constitution was bigoted.  
 His zeal for the privileges of his order was bigoted.  
 His opinions as to the celibacy of the clergy were bigoted.  
 His violence had excited disgust.  
 His childishness had excited disgust.  
 His superstition had excited disgust.  
 His bigotry had excited disgust.  
 The disgust was felt by a large party.  
 The large party of his antagonists were hostile to Rome.  
 The large party of his antagonists were becoming every day more hostile.  
 The large party of his antagonists were inclined to the doctrines of Geneva.  
 The large party of his antagonists were inclined to the discipline of Geneva.”

5. Rewrite the following passage in simple modern English:—

“Neither hath learning an influence and operation only upon civil merit and moral virtue, and the arts or temperature of peace and peaceable government; but likewise it hath no less power and efficacy in enablement towards martial and military virtue and prowess; as may be notably represented in the examples of Alexander the Great and Cæsar the Dictator, mentioned before, but now in fit place to be resumed; of whose virtues and acts in war there needs no note or recital, having been the wonders of time in that kind; but of their affections towards learning, and perfections in learning, it is pertinent to say somewhat.”

6. Write, under the following heads, a short essay on *any one* of Shakespeare’s plays:—

- (a.) Sketch of the story.  
 (b.) Remarks on the principal characters.  
 (c.) Criticism of Shakespeare’s style and literary characteristics.

[N.B.—Careful attention to expression, pointing, and neatness of form is expected in this essay.]



7. Punctuate the following passage :—

Samuel Rogers undertook to ask Sir Philip Francis whether he was the author of Junius approaching the knight in a room full of people he said will you Sir Philip excuse my asking you a single question at your peril sir was the harsh and laconic answer the poet instantly retreated and said to his friends I know not whether he is Junius but if he be he is certainly Junius Brutus.

8. As a test of spelling, write the words dictated by the supervisor.

*Part of Paper on English Grammar and Composition.—For Class D.*

9. The Supervisor will be so good as to read through and then slowly dictate to the candidates the following words :—

Metonymy, antarctic, camelopard, patronymic, novitiate, homologous, periphrastically, parallelogram, lusciousness, embarrassment, supererogation, mischievous, siege, psychical, pseudonym, nonpareil, innocuous, hydrocephalus, gramminivorous, fidgety.

*English Grammar and Composition.—For Class E, and for Junior Civil Service. Time allowed : 3 hours.*

1. As a test of spelling, write the words and sentences dictated by the supervisor.

2. I gave *all* the money I had about me.

This is the *very* best that can be done.

The jug was broken *all* to pieces.

I am telling you nothing but the *very* truth.

Whoever is *most* diligent will meet with *most* success.

He was *worse* yesterday, but is *better* to-day.

A man takes his wife for *better* or *worse*.

What parts of speech are the words printed in italics, and with what other words in the sentences are they connected ?

3. Explain why, in the following sentences, the verb agreeing with the relative pronoun is in the first or second person :—

(a.) I am not one who much or oft delight

To season my fireside with personal talk.

(b.) River that rollest by the ancient walls.

(c.) Art not thou that Egyptian which before these days madest an uproar ?

4. Be wise to-day—'tis madness to defer ;

Next day the fatal precedent will plead ;

Thus on, till wisdom is pushed out of life.

Procrastination is the thief of time.

What is the subject in " 'tis madness to defer " ?

How do you parse " next day " and " thus on " ?

Give a word of Latin origin equivalent to madness, and say how it is composed, and what is the significance of each of its parts.

What is meant by " the fatal precedent " ?

5. Punctuate the following passage, and put capital letters where required :—

At length the cart came to the place where the bodies were to be thrown into the ground which as I remember was at mount mill as soon as the cart stopped the fellow awaked and raising himself up in the cart he called out hey where am I this frightened the fellow that attended about the work but after some pause John Hayward recovering himself said bless us there's somebody in the cart not quite dead so another called to him and said who are you the fellow answered I am the poor piper where am I where are you said Hayward why you are in the dead-cart and we are going to bury you but I ain't dead though am I says the piper which made them laugh a little though as John said they were heartily frightened so they helped the poor fellow down and he went about his business.

6. In the following sentences, the words in italics are used once correctly and once incorrectly. State in every case whether the word is right or not, and give your reasons :—

Shakespeare is the *mutual* ancestor of Englishmen and Americans.

While disclaiming the authorship of the poem, he declared that he should be proud to *have written* it.

A blind unquestioning vassalage to *whomsoever* it has pleased him to set up as a hero.

If I had known this, I should not have allowed you to *have written* the letter.

The regiment, about 750 strong, was *literally* decimated by the first volley, which cost the lives of between 70 and 80 men.

One evening of each week was set apart for the reception of *whomsoever* chose to visit him.

The candidate did the other papers well, but was *literally* all at sea with the mathematics.

Our correspondence was resumed with hearty expressions of *mutual* good-will.

To a gentleman who, after a fierce dispute with Porson, exclaimed, " My opinion of you is most *contemptible*," he retorted, " I never knew an opinion of yours that was not *contemptible*."

7. Rewrite the following passage so as to reduce it to two sentences, and to express it in a terser and more forcible manner :—

The policy of the emperors and the senate was happily seconded by the reflections of the enlightened part of their subjects, and by the habits of the superstitious part so far as it concerned religion. Various modes of worship prevailed in the Roman world, and they were all considered by the people as equally true, and were all considered by the philosopher as equally false, and were all considered by the magistrate as equally useful. Thus, it happened that toleration produced even religious concord, and not only mutual indulgence.

8. Write a short essay on one of the following subjects:—

The utility of athletic sports.

The pleasures of variety. [Suggestions: Fashions in dress, change of scenery, different kinds of reading.]

Procrastination is the thief of time.

*Part of a Paper on English Grammar and Composition.—For Class E, and for Junior Civil Service. Time allowed: 3 hours.*

*The Supervisor will be so good as to read through and then slowly dictate the following words and sentences, afterwards reading the whole of them again to afford opportunity for correction:—*

Insurrection, sacrilege, ruefully, crescent, spherical, balloon, gypsies, mosquito, avaricious, tautology, plausible, rescinded, guarantee, menagerie.

Their Excellencies the Governors were eminent for many excellences of character.

The omission of this indispensable precaution was an indefensible piece of negligence.

My mischievous nephew was guilty of wilful roguery.

The greengrocer was selling celery, lettuce, and asparagus.

The officiating clergyman proclaimed the banns of marriage, but the tyrannical guardian withheld his consent.

The mower leisurely wields his scythe.

*English.—For Senior Civil Service. Time allowed: 3 hours.*

PAPER NO. 1.—COMPOSITION AND PRÉCIS.

(All the Questions are to be attempted.)

1. Write a short essay on Shelley's art and chief literary characteristics: and compare his style and poetry with those of his contemporaries, and especially with those of Keats, Byron, and Wordsworth.

2. Give, in the form of a letter to a friend, an account of any prose work you have recently read.

3. Make an abstract of the accompanying correspondence. The abstract should contain the date of each letter, the name of its writer and of its receiver, and the subject of it in as few words as possible.

4. Tell briefly and clearly the facts of the correspondence in narrative form.

[N.B.—No *précis* exercise can be considered good which is not brief and precise, and put so as to catch the eye readily. Candidates are recommended to read the whole correspondence carefully before beginning to write, and to include in their *précis* exercises only such facts and statements as are essential.]

[CORRESPONDENCE FOR PRÉCIS.]

NEW GUINEA AND NEW HEBRIDES

(Part of Correspondence respecting proposed Annexation of).

No. 1.

The SECRETARY OF STATE for the COLONIES to His Excellency the GOVERNOR.

MY LORD,—

Downing Street, 9th May, 1884.

Her Majesty's Government have not lost sight of the resolutions adopted by the Convention of representatives of the Australasian Colonies at Sydney in December last, and have considered the provisions of the draft Bill for constituting a Federal Council which the representatives pledged themselves to submit to the Legislatures of their respective colonies. I have been led to believe that addresses in favour of this Bill would be adopted by the Colonial Legislatures in time to enable Her Majesty's Government to introduce the measure during the present session of Parliament with a good prospect of its being passed; but the necessary action does not appear to have been yet taken in any colony. As, therefore, the probability of legislation during this year is diminishing, it appears desirable to consider the position of Her Majesty's Government and of the Colonial Governments in regard to the proposals of the Convention.

2. I had explained in my despatch of 11th July, 1883, to the Administrator of the Government of Queensland, which was before the Convention, that, in order to place Her Majesty's Government in a position to consider proposals for the protection or government of New Guinea or other places in the Western Pacific Ocean, it was desirable for the Australian Colonies to combine together effectively, and provide the cost of carrying out any policy which it might be decided to adopt, and that in the meantime Her Majesty's Government must continue to decline proposals for large annexations of territory adjacent to Australia, adding that, if a reasonable annual sum were provided by the colonies, Her Majesty's Government would be prepared to strengthen the naval force on the Australian Station, and make the High Commissionership more effective.

3. The Convention does not appear to have taken this part of my despatch into consideration; but it agreed that the Governments represented at it should recommend their respective Legislatures to make permanent provision for the cost of the policy advocated, viz.,—

- (1.) To check, in whatever manner might be deemed wisest and most effectual, the further acquisition of dominion in the Pacific south of the equator by any foreign Power;
- (2.) To secure the incorporation with the British Empire of so much of New Guinea and the small islands adjacent thereto as is not claimed by the Government of the Netherlands; and
- (3.) To acquire, if possible, the control of the New Hebrides in the interests of Australasia.

The Legislature of Queensland has recorded its entire concurrence in these resolutions, but no colony has taken measures to provide the requisite funds, as suggested by the Convention.

4. As, therefore, in the absence of any joint action by the colonies, Her Majesty's Government are not in a position to deal with these questions of policy to which I have referred, and some further delay seems unavoidable, it may be desirable that your Government should consider, with the Governments of the other Australasian Colonies, whether there may not be advantage in making provision for the intervening period in the manner suggested by me in paragraph 7 of my despatch of 11th July last to Sir A. H. Palmer. As I then stated, Her Majesty's Government are confident that no foreign Power contemplates interference with New Guinea; but in the absence of any controlling authority it is always possible that the subjects of a foreign Power might require the protection or intervention of their Government; and British subjects also, by coming into collision with the natives, or by setting up claims to land, might cause complications which would give much trouble hereafter.

5. Her Majesty's Government are disposed to think that there should be a High Commissioner, or at least a Deputy Commissioner, with large powers of independent action, stationed on or near the eastern coasts of New Guinea, and that he should be furnished with a steamship independent of Her Majesty's naval squadron, and with a staff sufficient to enable him to exercise protection in the name of the Queen on those shores. The cost of this arrangement cannot be accurately estimated, as I have previously stated; but if one or more colonies will secure to Her Majesty's Government the payment of a sum of (say) £15,000 during the year ending 1st June, 1885, they will be prepared to take immediate steps for establishing the High Commissioner's jurisdiction, and will render to the contributing Governments an account of the expenditure incurred. It would be possible after some months to determine whether this arrangement should be further continued, and to consider with the Colonial Governments (or with the Federal Council, if established) what arrangements should be made for the future supervision of the labour trade, if it should be decided that it can continue to be allowed. Her Majesty's Government have come to no conclusion as to the recommendations of the Western Pacific Committee, in regard to which the colonies should first be consulted; but I think it doubtful whether it will be found practicable to place the regulation of the labour traffic under Imperial control.

6. I may also state, in conclusion, that the annual expenditure of this country in the maintenance of the squadron on the Australian Station, including schooners and surveying-vessels, is estimated as amounting at present to about £157,000. I need hardly add that it is desirable that I should learn as soon as possible the result of the careful consideration which I trust that this despatch will receive from your Government, in conjunction with the Governments of the other Australasian Colonies.

I have, &c.,  
DERBY.

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No. 2.

TELEGRAM from the COLONIAL SECRETARY to the AGENT-GENERAL.

Sydney, 30th June, 1884.

THIS colony joins in paying proportion of fifteen thousand New Guinea expenses.

ALEXANDER STUART.

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No. 3.

The AGENT-GENERAL to the COLONIAL SECRETARY.

SIR,—

5, Westminster Chambers, Westminster, S.W., 4th July, 1884.

Referring to your telegram of the 30th ultimo as follows, "This colony joins in paying proportion of fifteen thousand New Guinea expenses," I have the honour to inform you that immediately upon its receipt I communicated your message to Lord Derby; and, by appointment, Sir Francis Dillon Bell, Mr. R. Murray Smith, Mr. Hemmant, and myself had on Wednesday an interview with his Lordship, I regret to say without any definite result.

We informed Lord Derby that five of the Australian Colonies were prepared to guarantee the payment of £15,000 (the amount named in his Lordship's despatch of the 9th May to the Governors of the Australasian Colonies), on the understanding that a complete protectorate would be established over New Guinea and, if possible, the islands adjacent thereto.

Lord Derby, after discussing the matter at great length with the Agents-General, stated that he would at the earliest possible moment submit the whole question to the Cabinet, and communicate the decision of the Government to the Agents-General.

I will address you more fully on this subject by next mail.

I have, &c.,  
SAUL SAMUEL.

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No. 4.

The AGENT-GENERAL to the COLONIAL SECRETARY.

SIR,—

5, Westminster Chambers, Westminster, S.W., 17th July, 1884.

Referring to my last letter, of the 4th instant, reporting an interview of the Agents-General with Lord Derby relating to New Guinea, in which I promised further particulars, I have now the honour to forward, for your information, a copy of a minute which the Agents-General who were present at the interview agree to as being substantially a correct statement of the conversation which took place between Lord Derby and themselves on the 2nd instant.

I have, &c.,  
SAUL SAMUEL.

No. 5.

MINUTE by the COLONIAL SECRETARY. Subject: Secretary of State for the Colonies' Despatch, dated 9th May, 1884, No. 27.

Colonial Secretary's Office, Sydney, 23rd July, 1884.

THE passage through Parliament of one of the most important and difficult questions of colonial legislation—namely, the readjustment of the land-laws of the colony—having absorbed nearly the whole time since the Intercolonial Convention concluded its sitting, has prevented the resolutions of that body from being considered, but it is the intention of the Government to submit them during the present session.

I have no hesitation in saying that, whatever may be the conclusion arrived at with regard to the Federal Council Bill, I am confident there will be an almost unanimous agreement with regard to the willingness of this colony contributing its share of the £15,000 estimated by Lord Derby as the annual expense of maintaining a High Commissioner, to be stationed in New Guinea, and furnished with a suitable steamship for the purpose of exercising some protectorate power over that and adjacent islands; but at the same time I would take this opportunity of pointing out that, while this colony has always been desirous that the labour trade in the South Sea Islands should be governed by wise regulations, the object of having a High Commissioner stationed at New Guinea is not solely for the purpose of a better administration of such regulations, but for that which is deemed by the Australian Colonies generally of even greater importance—viz., the carrying-out of such protectorate over New Guinea as will secure the colonies from the great disadvantage and danger which it would be to these colonies if the southern shores of that island were to fall under the acquisition or dominion of any foreign Power.

ALEX. STUART.

No. 6.

The COLONIAL SECRETARY to His Excellency the GOVERNOR.

MY DEAR LORD AUGUSTUS,—

Colonial Secretary's Office, Sydney, 23rd July, 1884.

I enclose you herewith a minute which I have made upon Lord Derby's despatch of 9th May, on the subject of the contribution to the High Commissioner whom he proposes to appoint at New Guinea.

You will observe that I have taken the opportunity to point out that it is not so much for administering regulations connected with the South Sea Island traffic as for the obtaining by the Imperial Government of a footing in New Guinea, that the colonies are in my opinion showing their readiness to share in the expense. I have deemed it necessary to allude to this because in the latter part of his despatch Lord Derby seems inclined to make the regulation of the labour traffic the chief object.

I will be obliged by your telegraphing the main purport of my minute—viz., "That important legislation has prevented its being dealt with, but that I am very confident that that portion of the suggestions of the Convention will be cordially approved, whatever may befall the other portions."

I am, &amp;c.,

ALEXANDER STUART.

No. 7.

The AGENT-GENERAL to the COLONIAL SECRETARY.

SIR,—

5, Westminster Chambers, Westminster, S.W., 25th July, 1884.

In continuation of my letter of the 17th instant I have now the honour to forward for your information copy of a joint letter which has been addressed by the Agents-General to the Right Hon. the Earl of Derby, asking his Lordship to be good enough to inform us as soon as possible of the decision of Her Majesty's Government in reference to the proposals we laid before his Lordship on the 2nd instant in regard to the Western Pacific.

I have, &amp;c.,

SAUL SAMUEL.

No. 8.

MINUTE by His Excellency the GOVERNOR.

THE Governor begs to acknowledge the receipt of the minute of the Colonial Secretary in reply to the despatch of the Secretary of State for the Colonies dated the 9th May, 1884, on the subject of the contribution to the High Commissioner whom he proposes to appoint at New Guinea.

The Governor has forwarded a copy of this minute to the Earl of Derby by the last mail, and he has likewise informed his Lordship by telegraph of the general nature of it.

28th July, 1884.

AUGUSTUS LOFTUS.

*English.—For Senior Civil Service. Time allowed: 3 hours.*

PAPER No. 2.—LITERATURE AND BOOKS.

(All the Questions are to be attempted.)

1. Describe, with references to leading names, the change which came over the spirit of English poetry about the beginning of the present century.

2. Mention Coleridge's chief works, and give some idea of the characteristics of his poetry and his prose, and of his influence on nineteenth-century thought.

3. Give some notion of the character of the following works: "Confessions of an English Opium-eater," "Essays of Elia," "Corn-law Rhymes," "In Memoriam," "Sartor Resartus."

4. Add a brief descriptive note to each of the following names: Landor, Hazlitt, Jane Austen, Miss Edgeworth, Samuel Rogers, Leigh Hunt, Hallam, Jerrold, Macaulay, John Henry Newman.

5. Give an exposition of "Prometheus Unbound," and show especially how it embodies Shelley's favourite ideas and beliefs.

6. Explain the structure of "Samson Agonistes;" point out its peculiar place in the history of the English drama; and remark on the significance of the characters.
7. Mention the chief characteristics of Milton's English.
8. Give an account of the versification of "Samson Agonistes."
9. Write notes on the following passages from "Samson Agonistes:"—

(1.)

"Can this be he,  
That heroic, that renown'd,  
Irresistible Samson? whom unarm'd  
No strength of man, or fiercest wild beast could withstand;  
Who tore the lion, as the lion tears the kid;  
Ran on embattl'd armies clad in iron,  
And, weaponless himself,  
Made arms ridiculous, useless the forgery  
Of brazen shield and spear, the hammer'd cuirass,  
Chalybean temper'd steel, and frock of mail  
Adamantean proof;  
But safest he who stood aloof,  
When insupportably his foot advanc'd,  
In scorn of their proud arms and warlike tools,  
Spurn'd them to death by troops. The bold Ascalonite  
Fled from his lion ramp, old warriors turn'd  
Their plated backs under his heel;  
Or grovelling soil'd their crested helmets in the dust.  
Then with what trivial weapon came to hand,  
The jaw of a dead ass, his sword of bone,  
A thousand foreskins fell, the flower of Palestine,  
In Ramath-lechi famous to this day:  
Then by main force pull'd up, and on his shoulders bore  
The gates of Azza, post and massy bar,  
Up to the hill by Hebron, seat of giants old,  
No journey of a Sabbath-day, and loaded so;  
Like whom the Gentiles feign to bear up Heav'n."

(2.)

"But he, though blind of sight,  
Despis'd and thought extinguish'd quite,  
With inward eyes illuminated,  
His fiery virtue rous'd  
From under ashes into sudden flame,  
And as an evening dragon came,  
Assailant on the perched roosts,  
And nests in order rang'd  
Of tame villatic fowl; but as an eagle  
His cloudless thunder bolted on their heads.  
So virtue giv'n for lost,  
Deprest, and overthrown, as seem'd,  
Like that self-begotten bird  
In the Arabian woods embost,  
That no second knows, nor third,  
And long erewhile a holocaust,  
From out her ashy womb now teem'd,  
Revives, reflourishes, then vigorous most  
When most inactive deem'd;  
And, though her body die, her fame survives,  
A secular bird, ages of lives."

*Arithmetic.—For Class D. Time allowed: 3 hours.*

1. A bag contains shillings, florins, and half-crowns: the three sums of money expressed by the different coins are the same. If there are 133 coins in the bag, find how many coins of each kind there are.

2. Simplify  $\frac{3\frac{2}{3} - 1\frac{1}{2} + 7 \cdot 142857}{2\frac{2}{7} + 2\frac{1}{3} - \frac{1}{6}} + \frac{2}{3}$  of  $\frac{4\frac{1}{11} \div 2\frac{1}{4}}{2\frac{1}{2}$  of  $\cdot 53$ .

3. If  $\cdot 0359375$  of a ton cost £1.203125, how much can be bought for 1.35416 of a guinea?

4. A grocer buys 10cwt. of sugar at £2 5s. 6d. per cwt., 7cwt. at £2 2s. per cwt., and 12cwt. at £1 19s. 8d. per cwt. If he mixes all the sugar together, at what price per pound must he sell it so that the gain may be 16 per cent.?

5. Assuming that the circumference of a circle is to its diameter as 22 to 7, and that the circumference of the earth is to its diameter as 160 mètres to 167ft., find to five places of decimals the ratio of a mètre to a foot.

6. If 7 sheep consume as much food as 2 oxen, and 133 sheep can be fed for six months on the grass of a field of 100 acres, how many oxen can be fed for three months on the grass of 125 acres?

7. Find the difference between the simple and the compound interest on £5,208 6s. 8d. for 4 years at 5 per cent.

8. A bath can be filled by one pipe in 15 minutes, and in 12 minutes by another. It has also a pipe for emptying it; and when all three pipes are opened together the bath is filled in 20 minutes. If the bath is filled, and the waste-pipe be opened, how long will it take to empty the bath?

9. The first of two clocks gains 2 minutes in 24 hours of true time, and the second loses  $1\frac{1}{2}$  minutes in the same interval. If they are both correct at 9 a.m. on Monday, what is the right time when the first is at noon on the following Wednesday? And what is the time by the second clock?

10. A certain 3-per-cent. stock is at  $91\frac{1}{2}$ , and a 4-per-cent. stock is at 123: one person buys £1,000 stock in each, and another invests £1,000 in each: compare the respective rates of interest obtained by the two persons on their whole investments.

11. A man pays into a building society in the course of a year twelve equal subscriptions, which are due on the first day of each calendar month, and the financial year closes on 31st December. If he desires to make a new arrangement and to pay all the twelve subscriptions in a single payment, find the day of the year on which the payment should be made.

12. Two persons walk round a ring which is a mile in circumference, and their rates of walking are  $3\frac{1}{2}$  and  $3\frac{2}{3}$  miles an hour respectively. If they both start from the same point and walk round in the same direction, find when and where they will first be together again.

If they had walked in opposite directions, find how far from the starting-point they will be when they pass each other for the first and the second times.

13. If the true weight of a cubic foot of water be 62·35lb. avoirdupois, find the error in calculating the weight of 1,000 cubic feet of water on each of the following approximate assumptions:—

- (1) That one cubic inch of water weighs 252·5 grains;
- (2) " cubic foot " 1,000oz. avoirdupois;
- (3) " cubic fathom " 6 tons.

*Arithmetic.—For Class E, and for Junior Civil Service. Time allowed: 3 hours.*

*(Candidates are expected to attempt at least ten Questions.)*

[N.B.—The working must be shown. Simplicity and directness of method, clearness of explanation, and neatness of work, will be taken into account.]

1. By what number must thirty million one hundred thousand and ninety be diminished in order that one-fifth of the remainder multiplied by two hundred thousand may be equal to thirty-six thousand three hundred and sixty-four million? Write the answer in words.

2. A bag contains an equal number of shillings, half-crowns, and fourpences, and the sum of five shillings and threepence in coppers: if the total amount is £3 18s. 1d., how many silver coins of each kind are there in the bag?

3. Find by Practice the cost of 79a. 3r.  $38\frac{1}{2}$ p. at £6 16s. 8d. per acre.

4. On a certain day Venus crosses the meridian 2 hr. 17 min.  $35\frac{1}{2}$  sec. after the sun. Convert this quantity into circular measure, of which  $15^\circ$  are equal to 1 hour of time.

5. Simplify  $\frac{4 + \frac{1}{3} \text{ of } 5}{2\frac{3}{4}} \div \frac{\frac{1}{4} \text{ of } \frac{2}{3} - \frac{5}{81}}{\frac{3}{4} - \frac{2}{5} + 2\frac{1}{2}}$ .

6. A man buys oranges at  $5\frac{1}{2}$ d. per dozen, and sells them at five for 3d.: what is his gain per cent. on the money that he paid for the oranges?

7. Add 1,103·16, 24·257, 7·673, 102·5, 4,352·781, 690·23458, and 98·3852, making your answer correct to six places of decimals. Also, divide ·001 by 1,000.

8. If there are 7,000 grains troy in one pound avoirdupois, express an ounce troy as the decimal of  $21\frac{1}{2}$ lb. avoirdupois. Also, express 3·15 days as the fraction of  $17\frac{1}{2}$  hours.

9. Find the interest on £197 15s. 9d. from 14th January, 1888, to 23rd July of the same year, at  $4\frac{1}{2}$  per cent. per annum.

10. What quantity of tea at 1s.  $1\frac{1}{2}$ d. per pound must a grocer add to 15lb. of tea at 1s. 7d. per pound and 6lb. at 2s. 5d. per pound, in order that he may gain 12s.  $5\frac{1}{2}$ d. by selling the whole of the mixture at 1s. 8d. per pound?

11. If I buy a horse for £17 7s. 8d., how much must I sell him for so that  $12\frac{1}{2}$  per cent. of what I get for him may be profit?

12. A and B can do a piece of work in five days; B and C can do it in six days: how long will it take A, working alone, to complete the job, if B can work twice as fast as C can?

13. Find the true discount on £1,579 12s.  $11\frac{1}{2}$ d., due in  $8\frac{1}{2}$  months, the rate of interest being  $6\frac{3}{4}$  per cent. per annum.

*Arithmetic.—For Senior Civil Service. Time allowed: 3 hours.*

1. The divisor is five hundred and eight thousand and seventy, the quotient is sixty thousand nine hundred and eight, and the remainder is four hundred and eighty thousand four hundred and forty-six: find the dividend, and write it down in words.

2. Calculate the number of revolutions made by a carriage-wheel  $4\frac{1}{2}$ ft. in diameter in passing over 10 miles, taking the ratio of the diameter to the circumference of a circle as 7 to 22.

3. Find, by Practice, the value of 242a. 3r. 26p. of land at £6 11s. 8d. per acre.

4. Define greatest common measure and least common multiple. Resolve into their prime factors the numbers 5628, 6432, and 8040; and hence find their G.C.M. and L.C.M.

5. Divide the continued product of  $\frac{5\frac{1}{2}}{\frac{3}{4} \text{ of } 2}$ ,  $\frac{1\frac{1}{7}}{1\frac{5}{7} - \frac{3}{4}}$ , and  $\frac{4}{7}(2\frac{1}{2} - 1\frac{4}{11})$  by their sum.

6. Express the difference between  $\frac{6}{5}$  of a pound avoirdupois and  $\frac{7}{8}$  of a pound troy as the fraction of a pennyweight.
7. Multiply 13·254 by 6·35.
8. Calculate the number of hectares that are equivalent to 100 acres, having given that 1 mile = 1609 $\frac{3}{4}$  mètres, 1 hectare = a square hectomètre, and 1 hectomètre = 100 mètres.
9. Find to four decimal places the square root of  $\frac{\sqrt{3}-1}{\sqrt{2}+1}$ .
10. The density of oxygen gas being 1·105, and that of hydrogen being ·069, find the proportion by volume, and also by weight, of oxygen and hydrogen in a mixture of these two gases the density of which is ·365.
11. At what rate per cent., simple interest, will £490 amount to £653 6s. 8d. in 5 $\frac{1}{2}$  years?
12. A sold some shares to B at a profit of 10 per cent.; B sold them to C at a profit of 10 per cent.; and C sold them back to A at a profit of 10 per cent. If A's loss on these transactions amounted to £144 7s. 6d., find the sum that he originally paid for the shares.
13. Two sums of money, amounting to £3,500, were invested, the larger sum at 8 and the smaller at 9 per cent. If the whole yearly interest amounted to £291 5s., what were the two sums?

*Algebra.—For Senior Civil Service. Time allowed: 3 hours.*

1. Define the terms—coefficient, exponent, power, factor, multiple, common measure, binomial, rational quantity, cube root.
2. Find the value of  $\frac{a^2+3ab}{ab-b^2} \div \frac{a^2+ab+b^2}{a-b}$ , when  $a = -2$ ,  $b = \frac{1}{2}$ ; also of  $\sqrt{2x}-3\sqrt{1-x}+\sqrt{3-x}$ , when  $x = \frac{1}{3}$ .
3. Expand  $(a^2+b^2)^2 \cdot (a^2-b^2)^4$ ; and divide  $a^4+4b^4$  by  $a^3-2ab+2b^2$ .
4. Simplify—
- (a.)  $\frac{x^3}{x^3-1} + \frac{x^2+x}{x^2+x+1} - \frac{2x}{x-1}$ ;
- (b.)  $\left(y + \frac{x-y}{1+xy}\right) \div \left(1-y \cdot \frac{x-y}{1+xy}\right)$ .
5. Find the value of  $\left\{\sqrt{1-x} + \frac{1}{\sqrt{1+x}}\right\} \div \left\{1 + \frac{1}{\sqrt{1-x^2}}\right\}$ ; when  $x = \frac{a}{a-b}$ .
6. Extract the square root of  $a-b$  to five terms.
7. Solve the equations—
- (a.)  $\frac{x-3}{x+2} - \frac{1}{2} = \frac{x-3}{2x-1}$ ;
- (b.)  $\frac{x}{a} + \frac{y}{b} = 1$ , and  $\frac{y}{a} - \frac{x}{b} = 1$ ;
- (c.)  $\frac{8}{x+2} - \frac{2}{4-x} = \frac{3}{5-x}$ .
8. The value of  $n$  pounds and 12 shillings is twice the value of 12 pounds and  $n$  shillings: find  $n$ .
9. A dealer, having bought a number of sheep, remarked that if he had paid a shilling a head less he should have got 20 sheep more for the same money, but if he had paid a shilling a head more he should have got 15 sheep less: find the number of sheep bought, and the price paid per head.

*Geography.—For Class D. Time allowed: 3 hours.*

[N.B.—Candidates need not answer more than ten questions.]

1. A school-map of the world in hemispheres is described as a “stereographical projection on the plane of the 20th meridian.” Explain what is meant, and point out the merits and defects of such a projection.
2. Where are the rainless regions of the earth? Account for the phenomenon in each particular case.
3. Name the countries, cities, districts, and important islands on or in the immediate neighbourhood of (a) the Tropic of Cancer, (b) the Tropic of Capricorn, (c) the Equator; and state approximately the latitude of Cape Horn, Cape of Good Hope, the Bluff, the Land's End.
4. What foreign countries do Westland, Auckland, Otago resemble? and in what respects?
5. Apart from the fact that New Zealand is a British colony, what claim has it, as a whole, to be called the “Britain of the South”? What Asiatic group of islands does it most resemble, and in what ways?
6. With what great physical drawbacks has Australia to contend? Compare and contrast it with Africa.
7. State, in orderly, tabulated form, the names, situation, and interesting associations of ten places of *historical* note on the shores of the Mediterranean.
8. Note briefly the particulars on which you would rely to interest New Zealand pupils in six of the following towns: Bombay, Montreal, Florence, Cairo, New Orleans, Winnipeg, Sydney, Edinburgh, Rio Janeiro, Rouen.
9. What advantages does the Canadian Pacific route offer to travellers in comparison with the Central Pacific line? Describe the successive aspects of the territory through which it passes.
10. Which of the United States present the greatest natural attractions in the form of romantic scenery? and what are the special attractions they respectively offer?

11. In what ways has the possession of India, Australia, New Zealand, and the Fijis influenced the extension of the British Empire in recent years?

12. What European States have now acquired a territorial interest in Africa? State approximately what parts of that continent are recognised as forming their respective spheres of influence.

13. What geographical explorations and discoveries are associated with Franklin, Humboldt, Vambéry, Leichardt, Cameron, Baker, Hochstetter, Nordenskjöld, Barth, Palgrave, Cabot, Layard?

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*Geography.—For Class E, and for Junior Civil Service. Time allowed: 3 hours.*

1. The earth is an "oblate spheroid" in form. Explain what that means: give the arguments in proof of the earth's sphericity, and state the cause of its oblateness.

2. How are deltas formed? Mention the most important deltas on the globe.

3. Account for the hot summers experienced in countries in high latitudes.

4. If twelve meridians divide the surface of a globe into twelve equal parts, how many degrees are they apart, and what time do the intervening spaces represent?

5. Draw an outline map of Ireland; show the provinces, and insert the largest lough, the highest mountain, and the five most important towns.

6. Give the boundaries of the following countries: Holland, Persia, Egypt, and Peru; and name two important towns in each.

7. Describe the river-system of North America.

8. Write a short note on each of the following, showing what and where they are, and for what they are noted: Balearic Isles, Boston, Cyprus, Damascus, the Deccan, Ghent, Dresden, Palermo, Elburz, Havanna, the Lothians, the Fens, Gawler, Warrnambool, Ipswich, Sale, Tamar, and Taupo.

9. Describe the physical features and natural productions of Greece and of India.

10. Give a short account of the fauna of Australia and of the flora of New Zealand.

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*History.—For Class D. Time allowed: 3 hours.*

*(Candidates are expected to attempt all the Questions.)*

1. Give a brief account of the Norman Conquest and its chief effects on England.

2. Narrate the events which led to the granting of Magna Charta; and mention its leading provisions.

3. Sketch the history of the civil war between Charles the First and the Parliament.

4. Give an account of Cromwell's foreign policy and its results.

5. Mention the chief Acts passed in the reign of Charles the Second; and describe *any one* of them.

6. Narrate the history of the Revolution of 1688.

7. Mention, with explanations, the chief English military successes in the reign of George the Second.

8. Give some notion of the social condition of England in the eighteenth century.

9. Give a short account of the Peninsular War.

10. Enumerate the chief movements in the direction of political reform between 1688 and 1837; and remark more particularly on the aims and results of the Reform Bill of 1832.

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*History.—For Class E, and Junior Civil Service. Time allowed: 3 hours.*

*(Candidates are expected to attempt all the Questions.)*

1. On what occasions has Britain been subjected to foreign invasion, and with what effect on its civilisation and national character?

2. Who were Anselm, Becket, Langton, De Montfort, and what part did they take in English politics?

3. Compare the condition of England at the time of Edward III. and George III., with regard to (a) commerce, (b) the condition of the working-classes, (c) the distribution of political power.

4. How did the Revolution of 1688 affect the influence of the House of Commons? What is meant by party government, and what evils and benefits result from it?

5. What were the leading features of the Puritan type of character? With what political principles is Puritanism associated?

6. What were the provisions of the Corporation Act and the Act of Uniformity, and what were the results of the passing of these Acts? What measures have since been passed for the relief of Dissenters and Catholics?

7. What rights and privileges were asserted in (1) the Petition of Right, (2) the Declaration of Rights? Explain what gave occasion for each of these.

8. Give an account of (a) Marlborough, (b) Clive.

9. Describe the character and policy of any two of the following: Walpole, Pitt the younger, Canning.

10. Explain in what way England (1) acquired Canada and Cape Colony, and (2) lost the American Colonies.



*History.—For Senior Civil Service. Time allowed: 3 hours.*

*(Candidates are expected to attempt all the Questions.)*

1. Give an account of the chief difficulties which William the Third had to contend with as an English king; and estimate his character.
2. Give a *brief* sketch of the military career of the Duke of Marlborough.
3. Write two paragraphs on the policy and influence of Robert Walpole.
4. Discuss the chief effects of the French Revolution on English ideas and politics.
5. Indicate clearly what part was played in the history of India (1) by Robert Clive, and (2) by Warren Hastings.
6. Sketch *briefly* the history of the principle of religious toleration in England between 1688 and 1837.
7. Give some notion of the state of public feeling before the passing of the Reform Bill of 1832; and enumerate the leading provisions of the Bill.
8. Describe the chief improvements effected (1) in manufactures, and (2) in the social condition of the people between 1750 and 1837.
9. Add a *brief* descriptive note to each of the following names: Harley, Wilkes, Fox, Canning, Lord Melbourne, Peel, Bolingbroke, Bishop Atterbury, Sir George Rooke, Tone.

*Latin.—For Class D, and for Junior and Senior Civil Service. Time allowed: 3 hours.*

*(Each section should be attempted.)*

A.

1. (a.) Decline *eadem dea, respublica tota*.
- (b.) Give the comparative and superlative, masculine singular nominative of *mobilis, dubius, frugi, ruber*.
- (c.) Give the genitive plural of *deus, mensis, se, mons, tres, senex*.
2. (a.) Parse *diligere, confecerim, expellendos, amere, volent, euntibus*.
- (b.) What is a deponent verb? What is the meaning of *conatus, adeptus, hortandus*?
- (c.) Explain the use of the supines, and distinguish between the gerund and gerundive.
3. Translate, and explain the construction of the words italicised—
- (1.) *Oderint dum metuant*. (2.) *Num expectatis dum testimonium dicat?* (3.) *Mane hic dum redibo*. (4.) *Non is sum qui haec faciam*. (5.) *Nihil nos celat*. (6.) *Illa res saluti nobis fuit*. (7.) *Te quotidie pluris facio*. (8.) *Athenis multos annos vixit*.

B.

1. Translate—

Quos quo facilius repellerent, si forte bellum renovare conarentur, ad classes aedificandas exercitusque comparandos quantum pecuniae quaeque civitas daret, Aristides delectus est, qui constitueret, cujus arbitrio quadringena et sexagena talenta quotannis Delum sunt collata. Id enim commune aerarium esse voluerunt. Quae omnis pecunia postero tempore Athenas translata est. Hic quā fuerit abstinentia nullum est certius indicium quam quod, quum tantis rebus praefuisset, in tanta paupertate discessit, ut qui efferretur vix reliquerit. Quo factum est ut filiae ejus publice alerentur et, de communi aerario dotibus datis, collocarentur. Discessit autem fere post annum quartum quam Themistocles Athenis erat expulsus.

2. Translate, with notes on the words italicised:—

Possit quid vivida virtus  
*Experiari* licet; nec longe scilicet hostes  
*Quaerendi* nobis; circumstant undique muros.  
 Imus in adversos? quid cessas? *an* tibi Mavors  
 Ventosa in lingua pedibusque fugacibus istis  
 Semper erit?

C.

1. Translate into Latin—

- (1.) They have been ashamed of their idleness.
- (2.) Having used up all their corn, they were greatly in need of assistance.
- (3.) I had to set out on the same day as you.
- (4.) He has a daughter named Livia.
- (5.) Give every man his own.
- (6.) It is the duty of a Judge to obey the laws.

2. Translate into Latin—(1) into oratio recta, (2) into oratio obliqua—

Whither are we advancing, men? All our cavalry, all our nobility has perished. The chiefs of the State have been put to death by the Romans on the charge of treachery, without a trial. Learn the facts from those who have fled straight from the massacre, for I, my brothers having been slain, am prevented by grief from declaring what has been done.

*French.—For Class D, and for Senior and Junior Civil Service. Time allowed: 3 hours.*

1. Translate into English—

La crise que l'art culinaire traverse depuis quelques années était assez grave pour inquiéter la sollicitude gouvernementale; on l'a compris, et, sans aller jusqu'à constituer une commission de quarante-quatre membres comme pour la crise industrielle, le cabinet—qui devait bien cette petite attention à son "pudding"—s'est enfin décidé à faire quelque chose pour notre cuisine nationale.

Un vaste projet tendant à la création d'une école française de Gastronomie, fut loyalement élaboré, puis brusquement abandonné pour raison d'État, et, comme tout finit toujours par des demi-mesures, on se contenta de décréter—la chose est toute récente—que l'enseignement de la cuisine figurerait dorénavant sur les programmes de Saint Denis, des Loges, et d'Ecouen. Ainsi nous aurons avant peu des cuisinières; quant aux cuisiniers, il faut y renoncer jusqu'au jour où le ministre de l'instruction publique se décidera à inscrire la gastronomie sur le menu du baccalauréat ès-sciences à côté de la trigonométrie, de l'algèbre, et des langues vivantes, qui ne sont pas, somme toute, plus utiles ni plus agréables que celles à la sauce piquante.—*Groselande.*

2. Translate into French—

One of Richelieu's greatest works, after all, was the definite establishment of the Academy. The virtual origin of the French Academy was a club for the study of French grammar and orthography, formed in the house of Baif, a disciple of the "Pléiade," of which Charles the Ninth became protector in fifteen hundred and seventy; granting it at the same time, in spite of the opposition of Parliament and University, formal letters patent.

It was not apparently until 1630 that the actual society to which Richelieu accorded his protection was formed. Valentin Conrart, one of the King's secretaries, then followed the precedent of Baif by assembling in his house a club of scholars and literary men. . . . The academy had to pay for its incorporation, but not so much as it was willing to pay. In the articles which it had drawn up (*avait rédigée*) for the King's signature it pledged its members "to revere the virtue and the memory of Monseigneur their protector." Richelieu struck out this piece of sycophancy.—*Van Laun.*

3. Write the following in the corresponding masculine form: *Toutes celles qui; une princesse étrangère; ma servante est un peu bêteuse; Sa Majesté la Reine.*

4. Form adverbs from *fort, prudent, franc, hardi, constant, doux.*

5. Write out the preterite tense of *pendre* and *concevoir.*

6. Write down the third person plural of *prétendre* and *se réfugier* in the following tenses: preterite, imperative, present subjunctive.

7. Distinguish between *avant* and *devant; après* and *après que; le parti* and *la partie; battre* and *bâtir; il est beau* and *il fait beau.*

8. Give the French for—formerly, more or less, how? long ago, never again, too late.

9. Write the following in the plural form: *Quelqu'un; cet ordre impérial; est-ce là votre cheval? a-t-il tort? il demanda.*

10. Distinguish the meaning of the following words, according as they are masculine or feminine: *Livre, tour, voile, manche, page, trompette.*

11. Write down the third person singular of the imperfect indicative and future of *geler, annoncer, songer, grossir, renouveler, acheter.*

12. Distinguish between—*Il a froid* and *il fait froid; fleurissant* and *florissant; elles étaient toutes étonnées* and *elles étaient tout étonnées; qui est-ce que? and qu'est-ce qui? mur* and *mûr.*

13. Translate into English—

On a souvent besoin d'un plus petit que soi.

Plus fait douceur que violence.

Qui casse les verres les paie.

Les petits cadeaux entretiennent l'amitié.

La nuit porte conseil.

La fin couronne l'œuvre.

14. Name tense, mood, and infinitive of *sachez, dirent, souffert, sentisses, ailles, enfreignites.*

15. In which of the following words is the "h" aspirate: *Habile, habit, hâte, haie, heure, herbe, heurter, homicide, hommage, honte, houblon, huile, humble, humeur?*

16. Give the first person singular of the present subjunctive of *asseoir, prévaloir, valoir, prévoir, requérir, venir.*

17. What is the French spelling of the word identical with—captain, judge, garrison, brilliant, infantry, example, amiable, admiral, cannon, ability?

*German.—For Junior and Senior Civil Service. Time allowed: 3 hours.*

1. Compare *alt, faul, lahm, übel, gern.*

2. Decline in full (singular and plural), *der schwarze Hut.*

3. When are *ganz* and *halb* not declined?

4. Decline *wer* and *was.*

5. Give in full the present indicative, the imperfect indicative, the present subjunctive, and the imperfect subjunctive of *biegen.*

6. Give the third person singular of the present indicative of *helfen, essen, beissen, fallen, backen.*

7. Decline *Marie* and *Johann.*

8. Write out in full the impersonal verb, *es giebt.*

9. Mention a few words which have no singular.

10. When is the auxiliary *to be* translated by *werden*, and when by *sein*?

11. Translate into English—

(1.) Wenn Du diese Nacht auch wach gehalten bist, so musst Du doch einen Begriff haben von dem ungeheuren Sturm.

(2.) Ihre Ehrlichkeit hat mich tief gerührt; nehmen Sie dieses Geschenk.

(3.) Kaum war die That geschehen, als bittere Reue den Mörder ergriff.

(4.) Endlich merkte der Held, woher die Kraft seines Gegners kam.

(5.) Es ist jetzt die Reihe an mir.

(6.) Vollende nun deinen Sieg über dich selbst.

- (7.) Sie hätten nur sehen sollen, mit welcher Bewunderung mich der Bauer betrachtete.  
 (8.) Ich ging dann meines Weges weiter.  
 (9.) Unterdessen wurde die Stadt durch ein Erdbeben zerstört.  
 (10.) Ich will nun hinaufgehen und Sie anmelden.  
 12. Translate also—

Die zarte unschuldige Therese hatte den schönsten Theil des Frühlings auf dem Krankenbette zugebracht. Als sie nun genas, und wieder Kräfte gewann, da redete sie von den Blumen, und fragte, ob sie auch so schön blüheten wie das vorige Jahr. Denn sie liebte die Blumen sehr, aber sie konnte nicht hinausgehen, um sie zu pflücken. Da nahm Erich, der Bruder des kranken Mädchens, ein Körbchen, und sagte heimlich zur Mutter: Ich will ihr die schönsten des Feldes bringen. Und so ging er hinaus in das Gefilde zum erstenmal. Denn so lange die Schwester darnieder lag, hatte er sie nicht verlassen wollen. Jetzt dünkt' es ihm, als sey der Frühling nie so schön gewesen; denn er sah und empfand ihn mit einem frommen und liebevollen Herzen.

13. Translate into German—

- (1.) I am very much delighted to see you.  
 (2.) If you do not walk quicker you will miss the train.  
 (3.) We have searched the whole house for your ring, and cannot find it.  
 (4.) I think you must have lost that key on your way here.  
 (5.) Will you carry my letters to the post-office?  
 (6.) I have brought you a pound of tea, a bottle of milk, and a little sugar.  
 (7.) Why do you laugh? It is perfectly true.  
 (8.) I hope that the reign of the present Emperor will be a peaceful one.  
 (9.) I fear my letter is badly written. Have you been able to read it?  
 (10.) It is said that Dr. Koch has discovered a remedy for consumption.

*Algebra.—For Class D, and for Junior Civil Service. Time allowed: 3 hours.*

1. Express in algebraical symbols, "The product of the sum of two quantities by the sum of two others is the sum of the products of each of the former by each of the latter."

Express in words  $\frac{a^3+b^3+c^3-3abc}{a+b+c} = a^2+b^2+c^2-ab-bc-ca$ .

2. If  $x=6$ ,  $y=3$ ,  $z=-\frac{4}{3}$ , find the value of

$$x^2+2y^2+3z^2+4yz+5zx+6xy;$$

and if  $a=12$ ,  $b=6$ ,  $c=3$ ,  $d=1$ , find the value of

$$(a-b+c-d)(a-b+c-d)(a-b+c-d) + (a+b-c+d)(a+b-c+d)(a-b-c+d).$$

3. Multiply together  $x^2+2x-3$ ,  $x^2+2x-8$ ,  $x^2+2x-15$ ; and divide the product by  $x^3-6x^2+11x-6$ .

4. Find the factors of the following expressions:  $9x^2+9x+2$ ;  $75xy^3-130x^2y^4-9x^3y^4$   
 $(2a+b-c)^2-(a-2b+3c)^2$ ;  $a^2b^2c^2-a^2c-b^2c+1$ .

5. Find the highest common divisor of  $1003(x^4+3x^3-2x^2-6x)$ ,  $1121(x^4y-2x^2y-3x^3y+6xy)$ ,  $1711(x^5y-4xy)$ , and the lowest common multiple of  $6x^2-5ax-6a^2$ , and  $4x^3-2ax^2-9a^3$ .

6. Simplify—

$$\left(2x - \frac{x^2-y^2}{x}\right) \left(3y + \frac{x^2+y^2}{y}\right) \div \left(\frac{x^2}{y^3} + 5 + \frac{4y^2}{x^2}\right);$$

$$\frac{1+a}{1+a^3} - \frac{1+a^2}{1+a^3}$$

$$\frac{1+a^2}{1+a^3} - \frac{1+a^3}{1+a^4}$$

7. If  $x = a + b + \frac{(a-b)^2}{4(a+b)}$ , and  $y = \frac{a+b}{4} + \frac{ab}{a+b}$ , prove that  $(x-a)^2 - (y-b)^2 = b^2$ .

8. Solve the equations—

$$\frac{9x+5}{12} - \frac{4x-2}{7x-1} = \frac{12x+3}{16} - \frac{4x+3}{7x+9} + \frac{11}{48};$$

$$\frac{x+p}{x-q} + \frac{x+q}{x-p} = 2.$$

9. A debtor can pay his creditors 3s. 4d. in the pound; but if his assets had been five times as great as they were, and his debts two-thirds as great as they were, he would have had a surplus of £250 after paying his debts. How much did he owe?

*Euclid.—For Class D, and for Junior Civil Service. Time allowed: 3 hours.*

1. Define a plane surface, a rectilineal angle, a rectilineal figure, a circle, a rhombus, a trapezium.

2. Explain, with the aid of diagrams, the following terms: Perpendicular, hypotenuse, vertical angles, alternate angles, interior angles, segment, perimeter, gnomon.

3. The angles at the base of an isosceles triangle are equal to one another, and if the equal sides be produced the angles on the other side of the base shall be equal.

4. To draw a straight line at right angles to a given straight line from a given point in the same.

Show how to construct a right-angled triangle the hypotenuse of which shall be double of the base.

5. A parallelogram has its opposite sides and angles equal, and it is bisected by either diagonal.

Enunciate and prove the converse proposition or propositions.

6. To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

7. If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts, together with the square of the line between the points of section, is equal to the square of half the line.

In a right-angled triangle, if a perpendicular be dropped from the right angle upon the hypotenuse, show that the rectangle contained by the sum and difference of the other sides of the triangle is equal to the rectangle contained by the sum and difference of the segments of the hypotenuse.

8. If a straight line be bisected and produced to any point, the square of the whole line thus produced, and the square of the part of it produced, are together double of the square of half the line bisected and of the square of the line made up of the half and the part produced.

If a straight line AB be bisected in C and produced to D, prove that

$$2 AD \cdot DB = 4 CD^2 - AD^2 - DB^2.$$

*Euclid.—For Senior Civil Service. Time allowed: 3 hours.*

1. Prove that if two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one greater than the angle contained by the two sides equal to them of the other, the base of that triangle which has the greater angle is greater than the base of the other.

State how the consideration of three cases is usually avoided in this proposition, and prove that the desired result is attained.

2. Prove that the three bisectors of the angles of a triangle meet in a point.

3. Describe a square upon a given finite straight line.

4. In any triangle show by how much the square on the side subtending an acute angle is less than the sum of the squares on the sides containing that angle.

5. Draw two tangents to a circle from an external point, and prove that they are equal to one another.

6. If from a point without a circle there be drawn two straight lines, one of which cuts the circle and the other meets it, and if the rectangle contained by the whole line which cuts the circle and the part of it without the circle be equal to the square on the line which meets the circle, then the latter line shall touch the circle.

7. Describe a square about a given circle, and prove that all such squares are equal to one another.

*Trigonometry.—For Senior Civil Service. Time allowed: 3 hours.*

1. Express all the trigonometrical ratios of an angle in terms of the tangent.

If  $x \sin A = y \sin B$ , and

$$y \cos A = x \cos B,$$

find  $\tan A$  and  $\tan B$  in terms of  $x$  and  $y$ .

2. Find the numerical values of  $\sin 45^\circ$ ,  $\cot 60^\circ$ ,  $\operatorname{cosec} 30^\circ$ .

Find by means of a geometrical construction the cosine and the tangent of an angle of  $22\frac{1}{2}^\circ$ .

3. Prove the formula  $\cos(a+\beta) = \cos a \cos \beta - \sin a \sin \beta$ , and deduce the value of  $\cos 2a$ . Give also an independent geometrical proof of the formula you obtain.

4. Prove the relations—

$$\frac{\cos(n-3)A - \cos(n+3)A}{\sin(n-3)A + \sin(n+3)A} = \tan 3A;$$

$$\sin 3A(1 - \cot A) + \cos 3A(1 - \tan A) = 2(\sin A - \cos A).$$

5. Prove that in any triangle ABC

$$\sin^2 A = \cos^2 B + \cos^2 C + 2 \cos A \cos B \cos C$$

$$b(\tan B + \tan C) = a \tan B \sec C.$$

6. Show how to solve a triangle when two angles and a side are given.

Given  $a=10$ ,  $A=51^\circ 30' 40''$ ,  $B=76^\circ$ , find  $b$ .

$$\operatorname{Log}. 12396 = 4.0932816$$

$$\operatorname{Log}. 12397 = 4.0933166$$

$$L \sin 76^\circ = 9.9869041$$

$$L \sin 51^\circ 30' = 9.8935444$$

$$L \sin 51^\circ 31' = 9.8936448$$

7. Find an expression for the area of a triangle in terms of ( $a$ ) the three sides, ( $\beta$ ) one side and the two adjacent angles.

*Mechanics.—For Class D, and for Junior and Senior Civil Service. Time allowed: 3 hours.*

1. Define *velocity* and *acceleration*, and explain how they are measured. Distinguish between uniform and variable velocity. What is resultant velocity? Show how a velocity may be resolved into horizontal and vertical components.

2. A velocity is represented by 35, and one of its rectangular components is 21: find the other component.

3. A force of 60 poundals acts on a mass of 5 pounds: what is the acceleration? and how far will the mass move in 20 seconds?

4. Define *work*. Explain how work is measured, and in terms of what unit.

What is the work that must be done in order to propel a ball weighing 8lb. at the rate of 100ft. per second?

5. State and prove the "polygon of forces."

6. A uniform rod, weighing 3lb., rests with its ends on two supports, and a weight of 21lb. is hung on the rod at a distance of 2ft. from one end and 3ft. from the other end: find the pressure on the supports.

7. Find the relation of the power to the weight in the screw, neglecting friction.

What force is necessary to exert a pressure of 1,000lb. by means of a screw the thread of which makes 60 turns in the course of  $7\frac{1}{2}$ in., and which is turned by an arm 18in. long?

8. State the conditions of equilibrium of a floating body.

A stone weighs 10oz., and its specific gravity is 2.5: what will it weigh when immersed in water? and what is the specific gravity of a liquid in which it weighs  $7\frac{1}{2}$ oz.?

9. Enunciate Boyle's law, and show how it may be proved experimentally for a compression of air.

10. Describe the common pump.

The valve of a pump is 16ft. above the water in the reservoir; the length of stroke from valve to spout is 2ft.; and the diameter of the piston is 4in.: find the force requisite to raise the piston, taking the weight of a cubic foot of water as 1,000oz.

*Physics.—For Class D, and for Junior and Senior Civil Service. Time allowed: 3 hours.*

1. Describe the process of graduating a thermometer. Express the temperatures 100°, 0°, and -100° Fahrenheit in the Centigrade scale.

2. Define the coefficient of linear expansion. What relation has this coefficient to the coefficient of cubical expansion for the same substance?

Taking the coefficient of linear expansion of copper to be .0000172, find the length of a copper wire which expands 1in. when its temperature is raised from -5° to 25°.

3. Describe a method of determining the specific heat of a liquid.

4. What is the velocity of sound in dry air under normal conditions? Is the velocity of sound affected by an alteration (1) in the pressure of the air, (2) in the temperature of the air, (3) in the humidity of the air? Give reasons for your answer in each case.

5. Explain the following terms used in reference to a concave spherical mirror: *Centre of mirror, centre of curvature, principal focus, virtual image.*

A candle-flame 1in. long is placed directly in front of a concave mirror, at a distance from it of 15in. The focal length of the mirror being 1ft., find the position and size of the image formed by the mirror.

6. A luminous object is placed on the axis of a double convex lens at a distance from the lens equal to twice the focal distance. Draw a neat diagram illustrating the course of the rays which go to form the image.

7. Define unit strength of a magnetic pole.

Two magnetic poles, each of 15 units strength, are placed 9 centimètres apart: what is the force which they exert upon one another?

8. What are the conditions of electrostatic induction? Describe the electrophorus, and explain its action.

9. What are the means adopted for obviating local action and polarisation in a voltaic cell? Describe Grove's cell and Daniell's cell.

10. The internal resistance of a Grove's cell is .2 ohm, and it gives a current of .45 ampère when its poles are joined by a wire of 4 ohms resistance: what is the E.M.F. of the cell?

*Chemistry.—For Class D, and for Junior and Senior Civil Service. Time allowed: 3 hours.*

1. In what respects do chlorine and bromine resemble each other?

2. Write down the names and symbols and atomic weights of all the non-metallic elements.

3. Write down the names and symbols (formulæ) of the compounds which hydrogen forms with (a) oxygen, (b) chlorine, (c) phosphorus, (d) sulphur.

4. How is sulphuretted hydrogen ( $H_2S$ ) made for laboratory use?

5. State what you know about the bleaching and disinfecting properties of chlorine.

6. In what different ways could you make sulphur-dioxide ( $SO_2$ )?

7. Describe the process for the manufacture of nitric acid.

8. Describe the process for the manufacture of hydrochloric acid.

9. Explain clearly how you would prove that atmospheric air is a mixture of gases, and not a compound, and also that it contains carbon-dioxide ( $CO_2$ ).

10. How would you prove that the breath of animals contains carbon-dioxide and water?

*Elementary Biology.—For Class D, and for Junior Civil Service. Time allowed: 3 hours.*

[Candidate must answer Questions in one subject only.]

#### ANIMAL PHYSIOLOGY.

[Alternative with Botany.]

1. What are the various uses of the skeleton? Give a description of any perfect joint.

2. What are the chief food-stuffs contained in a meal of steak and potatoes, and how are they digested? Does such a meal represent a good diet?

3. What changes does the blood undergo in the lungs? What is hæmoglobin?

4. Describe briefly the mechanism of the circulation. How is the circulation of the blood controlled, and what circumstances cause it to vary?

5. What do you understand by the tissues of the body? Describe the microscopic character of muscular and glandular tissue.

6. Give an account of the structure and more important functions of the skin.

7. What are the waste products of the system, and how are they removed from the blood?

8. How is the voice produced, and in what way does speech differ from voice?

9. What are the organs of special sense, and what are the nerves which supply them? What are nerve-endings? Give examples. How do the nerves of special sense differ from the ordinary sensory nerves?

### BOTANY.

[Alternative with Animal Physiology.]

1. By what characters are stems distinguished from roots?
2. What do you understand by the tissues of plants? Describe the chief forms of tissue, and show how they are related to one another. What are the chief systems of tissues?
3. Describe the minute structure of a leaf, and show how it is related to the functions of the leaves.
4. Explain fully how plants obtain their carbon. What are the necessary conditions for the process, and what parts of the plant are concerned in it? What are the first carbon-compounds which can be recognised in the plant? Describe the experimental evidence on which your answer is based.
5. What do you know of the uses of water to the plant?
6. What is a seed? Describe fully the structure and mode of germination of any seed.
7. Describe the structure of the flower and fruit in the pine or any other coniferous plant. In what respects do coniferous plants differ from angiosperms?
8. What is a carpel? Describe the formation of the fruit in any four of the following: Apple, potato, plum, buttercup, strawberry, rose.
9. Describe the flower of the lily (or any other member of the Liliaceæ), and compare with it flowers of plants belonging to any other order of the monocotyledons you may be acquainted with.

*Shorthand.—Optional for Junior and Senior Civil Service. Time allowed: 2 hours.*

#### INSTRUCTIONS TO SUPERVISORS.

1. Inform candidates before the time for taking up this subject that they may use pen or pencil as they please for taking notes, which should be written on ruled paper, but that they must transcribe those notes into longhand with pen and ink.
2. Inform candidates that when once you have commenced to dictate you cannot stop until the passage is finished.
3. Dictate the passages at the following rates of speed:—
 

Junior	{	(a.) 50 words per minute.	Senior	{	(a.) 80 words per minute.
		(b.) 80 " " "			(b.) 120 " " "
		(c.) 100 " " "			(c.) 150 " " "
- N.B.—It will be well to practise reading these aloud some time beforehand, looking at a watch or clock, so as to accustom yourself to reading in each minute the exact number of words indicated.
4. Candidates are at liberty to take down the three passages, if they choose. If they do so, all the passages are to be dictated to them before they commence transcribing. If a candidate takes only one or two of the passages he is to commence transcribing as soon as he has finished taking notes.
5. Inform candidates that rapidity in transcribing notes into longhand is essential, and note carefully on the transcribed copy the exact time taken in transcription.
6. Inform them also that the clearness and accuracy of the shorthand notes (which must in every case be sent in attached to the transcript) will be taken account of by the examiner.

#### PASSAGES FOR DICTATION.

##### *Junior.*

- (a.) At the rate of 50 words per minute. Takes 10 minutes. "Sir, I rise to a question . . . it would have." (*Hansard*, No. 11, 1890, pp. 153, 154.)
- (b.) At the rate of 80 words per minute. Takes 10 minutes. "It is surprising . . . a member of that profession." (*Hansard*, No. 11, 1890, pp. 129, 130.)
- (c.) At the rate of 100 words per minute. Takes 5 minutes. "That form was supplied . . . his duty, on the resolution." (*Hansard*, No. 11, 1890, p. 149.)

##### *Senior.*

- (a.) At the rate of 80 words per minute. Takes 10 minutes. "Appointments are to be made . . . in a short speech." (*Hansard*, No. 11, 1890, p. 192.)
- (b.) At the rate of 120 words per minute. Takes 10 minutes. "If we trace back . . . that they should act independently." (*Hansard*, No. 17, 1890, pp. 35, 36.)
- (c.) At the rate of 150 words per minute. Takes 5 minutes. "It is not likely . . . no other country in the world." (*Hansard*, No. 24, 1890, p. 586.)

*Approximate Cost of Paper.*—Preparation, nil; printing (3,200 copies), £15 5s.

By Authority: GEORGE DIDSBUY, Government Printer, Wellington.—1891.