

1903.

NEW ZEALAND.

# EDUCATION: TEACHERS' AND CIVIL SERVICE EXAMINATIONS.

[In continuation of E.-1A, 1902.]

*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,—

Education Department, Wellington, 23rd September, 1903.

I have the honour to report upon the annual examinations for teachers' certificates, and for admission to or promotion in the Civil Service. The examinations were held in January, between the 6th and the 14th days of the month, at the thirteen towns which are the seats of Education Boards, and also at Whangarei, Thames, Tauranga, Gisborne, Palmerston North, Masterton, Westport, Oamaru, Palmerston South, and Lawrence.

The number of candidates was 1,232, and of entries 1,244, made up as follows: For the Civil Service Junior Examination, 437; for the Civil Service Senior Examination, 120; for certificate examinations, 687; for drawing only (pupil-teachers), 9. Of the 437 candidates for the Junior Examination 16 entered for the Senior Examination as well, and 5 for certificate examinations. The number of candidates absent from examination was 105.

The expenses of the examinations amounted to £868 9s. 9d., and the fees paid by candidates to £969 16s. Printing and clerical work are not included in the account of expenses.

The results of the Civil Service Examinations were made known on the 20th February, and those of the teachers' examinations on the 13th March.

Of the 120 Civil Service Senior candidates 49 came up to complete examinations in which they had already been partially successful. In all 21 passed the whole examination, 26 achieved partial success at the whole examination, and 17 passed the first of the two sections into which the examination may be divided.

The names of 282 of the Civil Service Junior candidates were published in the order of their marks in the *Gazette*, and 132 failed to reach the minimum required, which was 40 per cent. of the possible total.

Of the 9 pupil-teachers who entered under the regulation which allows them to come up for one division of drawing at a time, 3 satisfied the examiners.

At the teachers' examination, 9 were candidates for Class C (University examinations being taken into account), 172 were candidates for the whole examination for Class D, and 164, having been credited with "partial success" for Class D, came up to complete their examination; 223 were candidates for the whole examination for Class E, and 120 came up to complete the examination for that class. Among these 687 candidates were 158 candidates who had already passed for Class E, and were seeking promotion to Class D; and of the remainder—529 in number—235 were teachers in the service of the Boards, 212 were pupil-teachers, and 40 were normal-school students in training; while 18 were persons who had ceased to be teachers; pupil-teachers, or normal students, and 24 had never sustained any such relation to the public schools.

Of the whole number of 687 candidates, 199 have "passed" (6 for C, 111 for D, and 82 for E), and 229 have achieved "partial success" (2 for C, 96 for D, and 131 for E), while 275, including 75 absentees, have failed to improve their status. As the result of the examination, 126 new certificates have been issued (4 for Class C, 43 for Class D, and 79 for Class E), and 63 certificates of Class E have been raised to Class D.

The following table exhibits some of these statistics :—

Status before Examination.	Number of Candidates.	Results of Examination.					
		Pass for D.	Pass for E.	Pass for E, and Partial Pass for D.	Partial Pass for D.	Partial Pass for E.	Total.
Passed before for E ...	158	65	...	...	31	...	96
Not passed before—							
Teachers ...	235	23*	49	5	9†	32	118
Pupil-teachers ...	212	15	21	2	33	75	146
Normal students ...	40	14†	1	1	13§	6	35
Retired ...	18	...	2	...	2	4	8
Outside candidates...	24	...	1	...	2	6	9
Totals ...	687	117	74	8	90	123	412

Including two for Class C. † Including four for Class C. ‡ Including one who also gains partial pass for Class E.  
 Class E. § Including seven who also gain partial pass for Class E. || Including one for Class C.

The analysis of the results according to examination centres is as follows :—

Number of Candidates.	Pass for D.	Pass for E.	Pass for E, with Partial Pass for D.	Partial Pass for D.	Partial Pass for E.
<b>I. Candidates for promotion from E to D, 158 :—</b>					
Whangarei .. .. .	5	1	..	2	..
Auckland .. .. .	34	18	..	7	..
Thames .. .. .	6	3	..	..	..
Tauranga .. .. .	1	1	..	..	..
New Plymouth .. .. .	10	8	..	..	..
Wanganui .. .. .	8	1	..	3	..
Palmerston North .. .. .	9	4	..	3	..
Wellington .. .. .	14	6	..	1	..
Masterton .. .. .	2	1	..	..	..
Napier .. .. .	15	5	..	7	..
Gisborne .. .. .	4	2	..	..	..
Blenheim .. .. .	1	..	..	..	..
Nelson .. .. .	9	2	..	3	..
Westport .. .. .	1	..	..	..	..
Greymouth .. .. .	1	..	..	..	..
Hokitika .. .. .	3	1	..	..	..
Christchurch .. .. .	12	6	..	1	..
Timaru .. .. .	4	1	..	1	..
Oamaru .. .. .	2	..	..	..	..
Dunedin .. .. .	12	3	..	2	..
Invercargill .. .. .	5	2	..	..	..
<b>II. Candidates that have not passed before, 529 :—</b>					
<b>(a.) Teachers—235 :—</b>					
Whangarei .. .. .	5	..	3	1	1
Auckland .. .. .	58	5	14	4	8
Thames .. .. .	4	..	..	..	3
Tauranga .. .. .	1	..	..	..	..
New Plymouth .. .. .	13	..	2	1	1
Wanganui .. .. .	21	3*	10	1	2†
Palmerston North .. .. .	11	..	5	1	2
Wellington .. .. .	28	3	7	1	2
Masterton .. .. .	5	..	1	..	..
Napier .. .. .	4	..	..	1	1
Gisborne .. .. .	2	..	..	..	..
Blenheim .. .. .	2	..	..	..	..
Nelson .. .. .	16	..	1	..	7
Westport .. .. .	1	..	..	..	..
Greymouth .. .. .	5	..	..	..	..
Hokitika .. .. .	5	..	1	..	1
Christchurch .. .. .	15	2	4	1	1
Timaru .. .. .	4	1	..	..	..
Oamaru .. .. .	1	..	..	..	..
Dunedin .. .. .	22	7	1	..	2
Invercargill .. .. .	14	2	..	..	2
<b>(b.) Pupil teachers—212 :—</b>					
Whangarei .. .. .	2	..	..	..	2
Auckland .. .. .	43	3	3	1	17
Thames .. .. .	2	..	1	..	..
Tauranga .. .. .	1	..	..	..	..
New Plymouth .. .. .	10	1	1	..	5
Wanganui .. .. .	5	1	2	..	2
Palmerston North .. .. .	14	1	3	..	6
Wellington .. .. .	47	3	2	..	15
Masterton .. .. .	5	..	1	..	1
Napier .. .. .	27	2	5	..	12

\* Including two whose work counts for Class C. † Including one who also gains partial pass for Class E. ‡ Including one whose work counts for Class C.

Number of Candidates.	Pass for D.	Pass for E.	Pass for E, with Partial Pass for D.	Partial Pass for D.	Partial Pass for E.
II. Candidates that have not passed before, 502 :— <i>continued.</i>					
(b.) Pupil-teachers, 212 :— <i>continued.</i>					
Gisborne .. .. .	4	..	1	1	1
Blenheim .. .. .	2	..	..	..	1
Nelson .. .. .	7	1	2	..	2
Westport .. .. .	5	..	1	..	1
Greymouth .. .. .	4	1	..	..	..
Hokitika .. .. .	3	..	..	..	1
Christchurch .. .. .	6	1	..	1	2
Timaru .. .. .	9	1	..	3	..
Dunedin .. .. .	3	..	..	2	..
Invercargill .. .. .	13	..	..	2	7
c.) Normal students—40:—					
Christchurch .. .. .	25	7	1	8*	6
Timaru .. .. .	2	1	1	..	..
Dunedin .. .. .	13	6†	..	5‡	..
(d.) Candidates that have retired from the service, 18:—					
Wangarei .. .. .	1	..	..	..	..
Auckland .. .. .	5	..	2	..	1
Tauranga .. .. .	1	..	..	..	..
Palmerston North .. .. .	1	..	..	1	..
Wellington .. .. .	1	..	..	..	..
Napier .. .. .	1	..	..	..	..
Blenheim .. .. .	1	..	..	..	..
Nelson .. .. .	3	..	..	..	1
Christchurch .. .. .	1	..	..	..	..
Timaru .. .. .	1	..	..	1	1
Dunedin .. .. .	1	..	..	..	..
Invercargill .. .. .	1	..	..	..	1
e.) Candidates that have not been in the service, 24:—					
Auckland .. .. .	6	..	..	..	4
Palmerston North .. .. .	1	..	..	1	..
Gisborne .. .. .	1	..	..	..	..
Blenheim .. .. .	1	..	..	..	..
Nelson .. .. .	4	..	..	..	1
Westport .. .. .	1	..	..	..	..
Christchurch .. .. .	3	..	1	..	..
Timaru .. .. .	3	..	..	1	..
Dunedin .. .. .	2	..	..	..	..
Invercargill .. .. .	2	..	..	..	1

\* Including seven who also gain partial pass for Class E. † Including four whose work counts for Class C. ‡ Including one whose work counts for Class C.

### CIVIL SERVICE EXAMINATIONS.

Place of Examination.	Senior Examination.				Junior Examination.	
	Number of Candidates.	Pass Whole Examination.	Partial Pass on Whole Examination.	Pass First Section.	Number of Candidates.	Number Gazetted.
Whangarei .. .. .	1	..	..	..	8	4
Auckland .. .. .	13	4	2	4	75	42
Thames .. .. .	..	..	..	..	11	9
Tauranga .. .. .	..	..	..	..	1	1
New Plymouth .. .. .	1	..	..	..	5	3
Wanganui .. .. .	4	2	1	..	12	7
Palmerston North .. .. .	..	..	..	..	4	4
Wellington .. .. .	59	8	14	6	77	50
Masterton .. .. .	1	..	1	..	9	5
Napier .. .. .	4	1	2	..	33	23
Gisborne .. .. .	..	..	..	..	2	1
Blenheim .. .. .	1	1	..	..	15	8
Nelson .. .. .	1	..	1	..	15	9
Westport .. .. .	1	..	..	..	6	4
Greymouth .. .. .	3	..	1	..	14	8
Hokitika .. .. .	2	..	..	1	5	3
Christchurch .. .. .	12	2	2	3	36	24
Timaru .. .. .	2	..	1	..	14	12
Oamaru .. .. .	3	1	..	..	14	13
Palmerston South .. .. .	..	..	..	..	3	3
Dunedin .. .. .	9	1	1	3	43	28
Lawrence .. .. .	1	1	..	..	16	10
Invercargill .. .. .	2	..	..	..	19	11
Totals .. .. .	120	21	26	17	437	282

Appended to this report are lists of the successful and partially successful candidates, a list of the examiners, and a set of the examination papers, except those in shorthand and in drawing.

I have, &c.,

GEORGE HOGBEN,  
Inspector-General of Schools.

## EXAMINATION LISTS.

## I.—PASSED FOR CLASS C.

(University status being taken into account.)

Chorlton, Arthur Frederick Thomas	..	Wanganui.
Lomas, John Staud	..	Dunedin.
McCulloch, Malcolm Kennedy	..	Dunedin.
Munro, William Fritz James	..	Dunedin.
Murray, John	..	Dunedin.
Ross, Jane Wood Mein	..	Wanganui.

## PASSED FOR CLASS D.

Alcorn, Kathleen Millicent	..	Wellington.
Allely, Sarah Maude	..	Auckland.
Anderson, Agnes	..	Dunedin.
Baker, Harriet Ellen	..	Tauranga.
Barker, Mary Frances	..	Christchurch.
Beechey, James Mansfield	..	Masterton.
Biggar, Mary Maxwell	..	Invercargill.
Blackie, Walter Guthrie	..	Dunedin.
Boden, William James	..	Auckland.
Bringans, Robert	..	Dunedin.
Brown, Isabel Elizabeth	..	Dunedin.
Brown, Jane Katherine	..	Dunedin.
Butcher, Margaret	..	Auckland.
Caddy, Edward William Barron	..	Auckland.
Cahill, William John	..	Thames.
Caverhill, Thirza Mildred	..	Wellington.
Cederholm, Daisy Olliana	..	Wellington.
Clark, Sidney Alfred	..	Christchurch.
Colebrook, Effie	..	Gisborne.
Cooper, Rose Caroline	..	Napier.
Cragg, Bertha	..	Auckland.
Cresswell, Olive Elizabeth Oceana	..	Nelson.
Crowley, Elizabeth Leo	..	Hokitika.
Dash, Lucie	..	Christchurch.
Dugleby, Enid Alethea	..	Napier.
Duncan, Stuart	..	Wellington.
Evans, Grace Mabel	..	Dunedin.
Falconer, Jeannie	..	Dunedin.
Fenwick, Herbert	..	Auckland.
Fitness, Eva Nellie	..	New Plymouth.
Garton, Wilfred William	..	Christchurch.
Goldman, George John	..	Timaru.
Goldsworthy, Elizabeth Mary	..	Auckland.
Gould, Arthur Mason	..	Palmerston N.
Gould, William Horace	..	Wellington.
Graham, William George	..	Auckland.
Gray, James Hawthorne	..	Napier.
Gregory, Mary	..	Palmerston N.
Haddow, Joseph George	..	Wanganui.
Haggett, Gladys Emma Elizabeth	..	Wellington.
Hall, Sylvia Elizabeth	..	Auckland.
Hare, Frederick Wilmot	..	Auckland.
Henderson, George Macdonald	..	Wellington.
Heney, Dora Annie	..	Auckland.
Hewett, Hewett Brett	..	Auckland.
Higgins, Vivian	..	Wellington.
Hill, Ida	..	Auckland.
Hills, Charles Cleaver	..	New Plymouth.
Hitchcock, Maria	..	Wellington.
Howie, Florence Annie	..	Auckland.
Humphrey, Ernest James	..	New Plymouth.
Irwin, Isabella	..	Christchurch.
Kelly, Laura Mabel	..	Auckland.
Kennedy, Alexander Smillie	..	Dunedin.
Kent, Helen Mildred	..	Christchurch.
King, Esther Annie	..	Timaru.
King, Katie	..	Napier.
Lamb, William Oliver	..	Thames.
Lanyon, Harriett Beecher	..	Christchurch.
Law, Henry	..	New Plymouth.
Lawn, George	..	Nelson.
Long, Albert John	..	Whangarei.
Lyll, George Alexander	..	Auckland.
Lyll, Henry	..	Palmerston N.
Mackay, Edward Hugh	..	Auckland.
Mackenzie, John Alexander	..	Invercargill.
McKeown, Mary Jane	..	Christchurch.
Maclean, Charles (i)	..	New Plymouth.
Marris, Amelia	..	Wellington.
Martin, Ethel Ellen	..	Napier.
Maxwell, Jessie	..	Wellington.
Meddins, Olive Mary	..	Christchurch.
Menzies, Albert Gordon	..	Auckland.
Menzies, William Greig	..	Christchurch.
Mercer, Olive	..	Dunedin.
Mitchell, Georgina Mary	..	Auckland.
Mitchell, Winnifred Martha	..	Dunedin.
Monk, Mary	..	Auckland.

Oliver, Amy Eleanor Elizabeth	..	Timaru.
O'Reilly, John Joseph	..	Auckland.
Papps, Mary Martha	..	Nelson.
Pearson, Florence	..	Christchurch.
Philip, William Hill	..	Palmerston N.
Ponsford, Mary Elizabeth	..	Auckland.
Popa, George Henry	..	Christchurch.
Pratt, Colonel Frank	..	Christchurch.
Rennick, James William	..	Thames.
Richardson, Hannah Gertrude	..	Auckland.
Robinson, Florence Katherine	..	Auckland.
Roulston, James David	..	Wanganui.
Service, William Albert	..	Invercargill.
Siddells, Amy Isabella	..	Gisborne.
Smart, John Thomas	..	Timaru.
Stanley, Alice	..	Christchurch.
Stewart, John	..	New Plymouth.
Tuely, Catherine Bertha	..	Palmerston N.
Vuglar, James	..	New Plymouth.
Waddell, Barbara Charlotte Naylor	..	Dunedin.
Ward, Emily Rosena	..	Dunedin.
Watts, Walter James	..	New Plymouth.
West, Isaac Moody	..	Wanganui.
Whitta, Jane	..	Christchurch.
Williams, Nellie Gertrude	..	Christchurch.
Wilson, Albert	..	Auckland.
Wilson, Elizabeth Martha	..	Invercargill.
Wilson, Frank Alexander	..	Napier.
Wilson, William Crawford	..	Auckland.
Woodhead, Ambler	..	New Plymouth.
Woodward, Elizabeth	..	Wellington.
Wyatt, Gladys Marian	..	Auckland.
Ziegler, Emily Caroline	..	Greymouth.

## PASSED FOR CLASS E.

Atkins, Harry	..	Auckland.
Atkinson, Esther	..	Wellington.
Barkman, Olivia Martha	..	Dunedin.
Black, Grace	..	Gisborne.
Blow, Harold Isbister	..	Auckland.
Blyth, Thomas Arthur	..	Wanganui.
Bradbury, Annie Ellen	..	Napier.
Bretherton, Arthur Charles	..	Wanganui.
Broun, James Scotter	..	Auckland.
Brown, Jonathan	..	Napier.
Brown, William Alfred	..	New Plymouth.
Bryant, Catherine Alice	..	Auckland.
Campbell, Fernly Charlewood	..	Wanganui.
Campbell, Kate Lucy	..	Wellington.
Christie, Elizabeth	..	Wanganui.
Christy, Agnes Catherine Mary	..	Napier.
Cobb, Harriet Jane	..	Nelson.
Conway, Mabel Elizabeth	..	Auckland.
Curford, Hugh Wentworth	..	Whangarei.
Curteis, William Arthur	..	Palmerston N.
Driscoll, Ada Emily	..	Palmerston N.
Ellis, Mabel Winifred	..	Nelson.
Elmslie, Bessie Graham	..	Wanganui.
Gardiner, Amanda	..	Hokitika.
Garth, Isabelle Osten	..	Westport.
Goldsbury, Montague	..	Wanganui.
Gray, Catherine	..	Masterton.
Hamilton, Lucy	..	Auckland.
Hamley, Florence Emma	..	Auckland.
Harper, Amy Rhoda	..	Napier.
Harris, Annie Maude	..	Wanganui.
Hastings, Elizabeth McTurk	..	Palmerston N.
Hewitt, Florence Nightingale	..	Auckland.
Hughes, Wilfrid Lawton	..	Auckland.
Jamieson, Margaret	..	Palmerston N.
Johnson, Edith Monica	..	Wellington.
Jones, Griffiths Rogers	..	Auckland.
Joyce, Eden Harriette	..	Auckland.
Judkins, William Edwin	..	Auckland.
Just, Maude Aurelie Miriam	..	Christchurch.
Keogh, Catherine	..	Auckland.
Leech, Joshua Smith	..	Thames.
Lightbourne, Reuben Charles Derham	..	Wanganui.
Lysaght, Annie Eliza	..	Auckland.
McCull, Annie Campbell	..	Wanganui.
Mackay, Elspeth Murray	..	Wellington.
Mackenzie, Hilda	..	Wellington.
McLean, Charles James	..	Wanganui.
McLellan, Grace Young	..	Napier.
McNab, Annie Elizabeth	..	Wanganui.
McPherson, Agnes Hamilton	..	Christchurch.
Matthews, George Howard	..	Whangarei.
Mead, Hilda	..	New Plymouth.
Metge, Winifred Toler	..	Auckland.

Meyenberg, Doretta Jane .. .. .	Christchurch.	Morrison, Flora .. .. .	Auckland.
Monstedt, Anna Marcellie .. .. .	Auckland.	Mousley, Annie Enid .. .. .	Palmerston N.
Moss, Mary Emma .. .. .	Nelson.	Murbray, Lucy Ord .. .. .	Wellington.
Murdoch, Albert .. .. .	Whangarei.	Murdoch, Alfred James .. .. .	Whangarei.
Murphy, Mary Anne .. .. .	Masterton.	Newlands, Marion Smith Sutherland .. .. .	Dunedin.
Noall, Alice Gabriel .. .. .	Christchurch.	Nichol, Mary McKendric .. .. .	Dunedin.
O'Donnell, Mary Evelyn .. .. .	Palmerston N.	Noall, Alice Gabriel .. .. .	Christchurch.
Palmer, Kate Miriam .. .. .	Timaru.	Norris, Bertha Decima .. .. .	Christchurch.
Paul, Ellen .. .. .	Wellington.	Oliver, Emily .. .. .	Wellington.
Pearce, Elsie Minter .. .. .	New Plymouth.	Oliver, Selina Rosa .. .. .	Wellington.
Puipps, Alice Ruth .. .. .	Auckland.	Plank, Louis John .. .. .	Napier.
Pole, Leonard Ernest .. .. .	Palmerston N.	Prebble, Helen Eveline .. .. .	Christchurch.
Reid, Harriette .. .. .	Auckland.	Rankin, Elizabeth Eileen .. .. .	Christchurch.
Robertson, Annie Grace .. .. .	Palmerston N.	Reid, Alice Marion .. .. .	Invercargill.
Rockell, Dulcia Martina .. .. .	Wanganui.	Ritchie, Elizabeth Miller .. .. .	Timaru.
Stace, Olive Martha .. .. .	Wellington.	Roberts, Charles .. .. .	Auckland.
Staite, Florence Marguerite .. .. .	Wellington.	Rogers, Marmaduke .. .. .	Nelson.
Teesdale, Jacob Tallentire .. .. .	Whangarei.	Simmons, Ethel Jane .. .. .	Timaru.
Tester, Caroline Gertrude .. .. .	Palmerston N.	Small, Gilbert Johnston .. .. .	Wanganui.
Thompson, Phoebe Clarissa .. .. .	Wellington.	Smart, Alice Rebecca .. .. .	Timaru.
Trevena, Albert James .. .. .	Wanganui.	Soundy, Arthur Walden .. .. .	Wellington.
Wanklyn, Grace .. .. .	Palmerston N.	Sparrow, Agatha .. .. .	Nelson.
Wells, Florence Mildred .. .. .	Auckland.	Strachan, Mary Anderson .. .. .	Dunedin.
White, Harold Temple .. .. .	New Plymouth.	Tew, Winifred Erica Howell .. .. .	Palmerston N.
Williams, Enid .. .. .	Wellington.	Thomas, Ethel Beatrice .. .. .	Christchurch.
Wilson, Lucy Isabel .. .. .	Christchurch.	Thomas, Taliesin .. .. .	Wanganui.
Wright, Alice .. .. .	Christchurch.	Train, Arthur Dennistoun Newton .. .. .	Wanganui.
Young, Lillian .. .. .	Auckland.	Trimmer, John Henry .. .. .	Napier.

## II.—OBTAINED "PARTIAL PASS" FOR CLASS C.

(University status being taken into account.)

Dare, Olive Janet Moir .. .. .	Dunedin.
Wedde, Elizabeth Freda .. .. .	Wellington.

## OBTAINED "PARTIAL PASS" FOR CLASS D.

Archibald, Margaret Reid .. .. .	Auckland.
Arcus, Lawrence Herbert .. .. .	Wellington.
Aubin, Lillian Annie .. .. .	Auckland.
Bain, Andrew .. .. .	Invercargill.
Barrett, Henry Robert .. .. .	Wellington.
Benbow, Edith Lillian .. .. .	Wellington.
Bisset, Elizabeth Alice .. .. .	Christchurch.
Black, Grace .. .. .	Gisborne.
Bourke, Mary .. .. .	Wanganui.
Broun, James Scotter .. .. .	Auckland.
Buchanan, Hilda Catherine .. .. .	Palmerston N.
Butler, Phoebe .. .. .	Wellington.
Callam, Mabel .. .. .	Wellington.
Campbell, Fernly Charlewood .. .. .	Wanganui.
Caughley, Rachel .. .. .	Napier.
Climie, Jane Isabel .. .. .	New Plymouth.
Cook, Olivia May .. .. .	Palmerston N.
Cooke, Alice Bertha .. .. .	Napier.
Cooney, Hugh Owen .. .. .	Auckland.
Cooper, Charles Wallis .. .. .	Auckland.
Cox, Annie Hudson .. .. .	Dunedin.
Cullen, Arthur Richard .. .. .	Napier.
Cumming, Kathleen Susan .. .. .	Napier.
Curteis, William Arthur .. .. .	Palmerston N.
Davidson, William .. .. .	Napier.
Davie, Peter Cousin .. .. .	Timaru.
Davison, Mary Elizabeth .. .. .	Auckland.
Doull, John Stuart .. .. .	Auckland.
Driller, William James .. .. .	Gisborne.
Faulks, Kate .. .. .	Dunedin.
Gabites, Herbert Fletcher .. .. .	Palmerston N.
Gibson, Fanny .. .. .	Wellington.
Gibson, Henry Thomas .. .. .	Auckland.
Gray, Georgina .. .. .	Napier.
Green, Samuel .. .. .	Auckland.
Griffiths, John Haldane .. .. .	Wellington.
Harvey, John Hooper .. .. .	Auckland.
Harvey, Roderick Macgregor .. .. .	Auckland.
Hayes, Helena Jane .. .. .	Christchurch.
Honour, Lizzie Esther .. .. .	Wellington.
Hope, Annie .. .. .	Timaru.
Howie, Ada Kate .. .. .	Wanganui.
Hutton, James .. .. .	Wellington.
Hyams, Isabel .. .. .	Wellington.
Johnson, Joseph Benjamin .. .. .	Auckland.
Kennedy, Mary Jane .. .. .	Invercargill.
Kenny, Arthur Alphonso .. .. .	Auckland.
Kitching, Beatrice Marion .. .. .	Nelson.
Laing, Arthur Ernest .. .. .	Auckland.
Longuet, Louis Philip .. .. .	Christchurch.
McCutcheon, Eccles Alexander .. .. .	Napier.
McGetrick, Anne Gertrude .. .. .	Christchurch.
Mackay, Thomas Etheridge Alexander .. .. .	Whangarei.
McKenzie, Helen .. .. .	Dunedin.
McNeill, Elizabeth Loudon .. .. .	Dunedin.
Marriott, William George .. .. .	Timaru.
Martin, Edith .. .. .	Wellington.
Matthews, George Howard .. .. .	Whangarei.

Morrison, Flora .. .. .	Auckland.
Mousley, Annie Enid .. .. .	Palmerston N.
Murbray, Lucy Ord .. .. .	Wellington.
Murdoch, Alfred James .. .. .	Whangarei.
Newlands, Marion Smith Sutherland .. .. .	Dunedin.
Nichol, Mary McKendric .. .. .	Dunedin.
Noall, Alice Gabriel .. .. .	Christchurch.
Norris, Bertha Decima .. .. .	Christchurch.
Oliver, Emily .. .. .	Wellington.
Oliver, Selina Rosa .. .. .	Wellington.
Plank, Louis John .. .. .	Napier.
Prebble, Helen Eveline .. .. .	Christchurch.
Rankin, Elizabeth Eileen .. .. .	Christchurch.
Reid, Alice Marion .. .. .	Invercargill.
Ritchie, Elizabeth Miller .. .. .	Timaru.
Roberts, Charles .. .. .	Auckland.
Rogers, Marmaduke .. .. .	Nelson.
Simmons, Ethel Jane .. .. .	Timaru.
Small, Gilbert Johnston .. .. .	Wanganui.
Smart, Alice Rebecca .. .. .	Timaru.
Soundy, Arthur Walden .. .. .	Wellington.
Sparrow, Agatha .. .. .	Nelson.
Strachan, Mary Anderson .. .. .	Dunedin.
Tew, Winifred Erica Howell .. .. .	Palmerston N.
Thomas, Ethel Beatrice .. .. .	Christchurch.
Thomas, Taliesin .. .. .	Wanganui.
Train, Arthur Dennistoun Newton .. .. .	Wanganui.
Trimmer, John Henry .. .. .	Napier.
Vaughan, Frederick Thomas .. .. .	Wellington.
Walker, Clarice Agnes Redpath .. .. .	Dunedin.
Webster, Elizabeth Neil .. .. .	Christchurch.
Wells, Florence Mildred .. .. .	Auckland.
White, Harold Temple .. .. .	New Plymouth.
White, Ina May .. .. .	Auckland.
Williams, Enid .. .. .	Wellington.
Williamson, Amy Charlotte .. .. .	Wellington.
Wilson, Grace Evelyn .. .. .	Christchurch.
Wood, Elizabeth Aner .. .. .	Christchurch.

## OBTAINED "PARTIAL PASS" FOR CLASS E.

Atkins, Marion Shennan .. .. .	Wellington.
Atkinson, Mary Elizabeth .. .. .	Wellington.
Balneaves, Kate .. .. .	Invercargill.
Bary, Edward .. .. .	Blenheim.
Bell, Alexander .. .. .	Auckland.
Benson, Herbert Norman .. .. .	Napier.
Best, Thornton Richard .. .. .	Nelson.
Bicheno, Eva .. .. .	New Plymouth.
Bocock, James Henry .. .. .	New Plymouth.
Bonnin, Fannie .. .. .	Dunedin.
Brett, Reginald Edward .. .. .	Auckland.
Brockliss, Charles John .. .. .	Auckland.
Brownlee, James Little .. .. .	Auckland.
Bryant, Ethel Maude .. .. .	Palmerston N.
Bullians, Andrew .. .. .	Whangarei.
Burton, Percy Robert .. .. .	Auckland.
Carter, Ethel Kate .. .. .	Wellington.
Chamberlain, May Margaret Susanna .. .. .	Masterton.
Christensen, Laura Dorothea .. .. .	Palmerston N.
Clarke, Lillian Ferguson .. .. .	Auckland.
Colley, Catherine Charlotte .. .. .	Auckland.
Coombe, Jessie Williamina .. .. .	Wanganui.
Corrigan, Beatrice Alice .. .. .	Nelson.
Dean, Daisy .. .. .	Auckland.
Dement, Ethel Maud .. .. .	Nelson.
Dobbins, Grace .. .. .	Auckland.
Dudding, Katherine .. .. .	Auckland.
Dynan, Mary .. .. .	Wellington.
Ewart, Jane .. .. .	Christchurch.
Falkner, Beatrice .. .. .	Nelson.
Ferguson, Ethel May .. .. .	Gisborne.
Finch, Thomas .. .. .	Auckland.
Fraser, Mary .. .. .	Palmerston N.
Gibson, Margaret .. .. .	Auckland.
Gifford, James Robert Aird .. .. .	Invercargill.
Gilmor, Edward John .. .. .	Nelson.
Goosman, John George .. .. .	Auckland.
Gordon, Elizabeth .. .. .	Invercargill.
Gough, James Thomas .. .. .	Auckland.
Govan, Frances .. .. .	Palmerston N.
Gray, Isabella .. .. .	Hokitika.
Griffith, Clement .. .. .	Invercargill.
Halley, Isabella Milne .. .. .	Wellington.
Hamilton, Gordon Kerr .. .. .	Whangarei.
Hannay, Isabella Mildred Wiffin .. .. .	Napier.
Harkness, Jessie .. .. .	Invercargill.
Harrison, Robert .. .. .	Hokitika.
Hately, Sarah Logan .. .. .	New Plymouth.
Hayes, Frances Anne .. .. .	Napier.
Healey, Ernest James .. .. .	Christchurch.
Hickey, Mary Margaret .. .. .	New Plymouth.
Hilles, Mabel .. .. .	Auckland.

Hodgkinson, Jessie Louisa ..	..	Nelson.	Puñett, Annie Livingstone ..	..	Napier.
Hodgson, Mabel Edith ..	..	Christchurch.	Rankin, Elizabeth Ellen ..	..	Christchurch.
Huggins, Rosina Minnie ..	..	Wellington.	Renai, Emma Iola ..	..	Wellington.
Jannings, Frederick Charles ..	..	Palmerston N.	Reynolds, Arthur Edward ..	..	Auckland.
Johns, William Francis ..	..	Thames.	Robinson, Louisa Grace ..	..	Napier.
Joll, Beatrice Mary ..	..	Napier.	Rugstead, Dorothea Laurena ..	..	Christchurch.
Jones, Annie Hunter ..	..	Napier.	Stanford, Rosie Annie ..	..	Auckland.
Joyce, Annie Elizabeth ..	..	Auckland.	Scott, Margaret Christian ..	..	Wellington.
Keleher, Mary Kate ..	..	Auckland.	Shanahan, Margaret Agnes ..	..	Auckland.
Kerr, Isabella Lennox ..	..	Whangarei.	Shine, Annie ..	..	Wellington.
Lammas, Louisa ..	..	Nelson.	Shone, Eva Emily ..	..	Nelson.
Lewis, Ruth ..	..	Nelson.	Small, Gilbert Johnstone ..	..	Wanganui.
Longuet, Louis Philip ..	..	Christchurch.	Smith, William (v.) ..	..	Auckland.
Lowe, Constance Mary ..	..	Christchurch.	Smith, William Henry ..	..	Auckland.
McArthur, Grace ..	..	Invercargill.	Stables, Mary ..	..	Napier.
McBride, Annie ..	..	Nelson.	Stanley, Mary Ellen ..	..	Christchurch.
McBryde, Helen ..	..	Napier.	Stevens, Mary Elisabeth ..	..	Invercargill.
McCaul, Enid Isabella ..	..	Wellington.	Stewart, Bessy ..	..	Palmerston N.
McGahan, Thomas Bernard ..	..	Auckland.	Stormont, Florence Maud ..	..	Wellington.
MacGibbon, Eve Isabella ..	..	Invercargill.	Taylor, Inez Laura ..	..	Auckland.
Mackay, Eric Victor ..	..	Invercargill.	Thomas, Ethel Beatrice ..	..	Christchurch.
McKay, Farquhar John ..	..	Auckland.	Tomson, Mary Louisa ..	..	Christchurch.
Mackay, Leslie Donald ..	..	Invercargill.	Tuck, Jenny Florence ..	..	New Plymouth.
McNicol, Ellen ..	..	Wanganui.	Tucker, Edith Clarissa Minnie ..	..	Napier.
Mahony, Harriet Elizabeth ..	..	Thames.	Turbott, Thomas ..	..	Auckland.
Marriott, William George ..	..	Timaru.	Turner, Fanny May ..	..	Nelson.
Merlet, Isabella Annie ..	..	Wellington.	Ullmer, Frederica ..	..	Westport.
Miller, Jane ..	..	Invercargill.	Voysey, Alice ..	..	Palmerston N.
Milne, Euphemia ..	..	Christchurch.	Waddingham, Florence Mary ..	..	Auckland.
Minchin, Minnie ..	..	New Plymouth.	Webb, Edith Eunice ..	..	Napier.
Moore, Minnie Louisa ..	..	Auckland.	Webster, Elizabeth Neil ..	..	Christchurch.
Norris, Bertha Decima ..	..	Christchurch.	Wellwood, Susan Kathleen ..	..	Napier.
Oliver, Emily ..	..	Wellington.	Welsby, Ellen Mabel ..	..	Wellington.
Olsen, Othenius Rudolf ..	..	Napier.	Whitaker, Kathleen Margaret ..	..	Auckland.
Pearce, Irene ..	..	Wellington.	Wilson, Grace Evelyn ..	..	Christchurch.
Petrie, Alice ..	..	Wellington.	Withell, Alice Mary ..	..	Christchurch.
Pickett, James Andrew ..	..	Thames.	Woodhill, Ellen ..	..	Dunedin.
Poole, Samuel Joseph ..	..	Wanganui.	Yorrt, Hilda Maria ..	..	Palmerston N.
Prebble, Helen Eveline ..	..	Christchurch.	Young, Ida ..	..	Auckland.
Proctor, Francis Joseph ..	..	Wellington.			

## CIVIL SERVICE SENIOR EXAMINATION.

## Passed the whole Examination with Distinction.

Candidate.	Examination Centre.
Gideon, Eleanor Catherine ..	.. Auckland.
Turner, Jane ..	.. Oamaru.

## Passed the whole Examination.

Burge, Archer Edward ..	.. Wellington.
Carrad, John Henry ..	.. Wanganui.
Clarke, James ..	.. Blenheim.
Cooke, Gertrude Florence ..	.. Napier.
Cunningham, John Roberts ..	.. Christchurch.
Graham, Agnes Jane ..	.. Auckland.
Hampson, Martin Heywood ..	.. Auckland.
Hay, Ernst Peterson ..	.. Wellington.
Hodges, David Lillie Gillies ..	.. Christchurch.
Jordan, John Bathurst ..	.. Wellington.
McCaul, John William ..	.. Wanganui.
Mackenzie, Seaforth Simpson ..	.. Wellington.
Mackie, Charles Handcock ..	.. Wellington.
McNab, Peter ..	.. Wellington.
Patterson, Hugh ..	.. Wellington.
Redman, James Alphonsus ..	.. Auckland.
Uren, Garnet ..	.. Dunedin.
Will, George Wishart ..	.. Lawrence.
Withers, Geoffrey Tyndall ..	.. Wellington.

## Achieved Partial Success at the Whole Examination.

Butler, Donald ..	.. Christchurch.
Cameron, William Alfred ..	.. Wellington.
Cross, Alexander James ..	.. Timaru.
Dawson, John ..	.. Napier.
Dawson, Walter Irving ..	.. Wellington.
Dykes, Robert Preshaw ..	.. Greymouth.
Florence, David Charles Hamilton ..	.. Christchurch.
Frethey, Walter Knight ..	.. Wellington.
Galvin, Francis Henry Grattan ..	.. Wellington.
Hore, Arnold ..	.. Wellington.

## Candidate.

## Examination Centre.

Hudson, Wellesley Burgoyne ..	.. Dunedin.
Johnson, John ..	.. Wellington.
Lang, Thomas Ernest ..	.. Napier.
Ludwig, Ernest William ..	.. Wellington.
McIntosh, Duncan Malcolm ..	.. Masterton.
Millier, Bertram William ..	.. Wellington.
Norrie, John William Fairfax ..	.. Wellington.
Oliver, Walter Reginald Brook ..	.. Wanganui.
Omeara, William ..	.. Auckland.
Osborne, Gordon Leslie ..	.. Nelson.
Potter, Gertrude Amy ..	.. Auckland.
Richardson, Oswald Maurice ..	.. Wellington.
Snell, Joseph ..	.. Wellington.
Stewart, William ..	.. Wellington.
Wilkes, Edith Ellen ..	.. Wellington.
Willis, Vernon Ballance ..	.. Wellington.

## Passed the First Section of the Examination.

Beasley, Thomas Hayes Noble ..	.. Wellington.
Boyes, John Henry ..	.. Auckland.
Byrne, Francis Hugh ..	.. Dunedin.
Crombie, Ethel ..	.. Wellington.
Dellow, Roy Hamilton ..	.. Auckland.
Douglas, Noel McAlpine ..	.. Christchurch.
Eyre, Charles Oswald ..	.. Auckland.
Foot, Ivon Edgar ..	.. Wellington.
Grocott, Horace ..	.. Dunedin.
Hansard, George Albert ..	.. Dunedin.
Keller, Peter ..	.. Wellington.
Luks, Ernest Franz ..	.. Auckland.
MacGibbon, Roy Gregor ..	.. Wellington.
Menzies, James ..	.. Wellington.
Ongley, Arthur Montague ..	.. Hokitika.
Ross, Robert George ..	.. Christchurch.
Smith, Gertrude Maud ..	.. Christchurch.

## CIVIL SERVICE JUNIOR EXAMINATION, 1903.

Candidate.	Examination Centre.	Candidate.	Examination Centre.
1. O'Callaghan, Ada ..	Christchurch.	91. Gannaway, Philip Corliss ..	Christchurch.
2. Turner, Jane ..	Oamaru.	92. Kröner, Josef Emil Albert ..	Wellington.
3. Cunningham, Philip ..	Napier.	93. Middleton, George Percival ..	Wellington.
4. Hansen, David Ernest ..	Auckland.	Miller, May Julia ..	Napier.
5. Hay, John Alexander ..	Oamaru.	Hutton, Frank Graham ..	Auckland.
6. Keddell, Gerald Percy ..	Oamaru.	95. Reilly, Constance ..	Wellington.
7. Purves, Thomas Burton ..	Dunedin.	97. Hamilton, Edwin Henry Staples	Christchurch.
8. Graham, Agnes Jane ..	Auckland.	(Coupland, Monica Helena May ..	Auckland.
9. Potter, Gertrude Amy ..	Auckland.	98. Hay, Nesta Nimmo ..	Invercargill.
10. Drummond, John ..	Napier.	100. Foster, Edith ..	Blenheim.
11. Morris, Guy Norman ..	Dunedin.	(Macalister, Itta ..	Blenheim.
12. Bridson, Mignonette Alice	Auckland.	101. Mackie, Norman Henry ..	Auckland.
Johnson, John ..	Wellington.	Pattle, Olive Emma ..	Dunedin.
14. Gideon, Eleanor Catherine	Auckland.	Fisher, Jessie ..	Dunedin.
15. Smythe, Nora ..	Christchurch.	Gibbons, Naomi Irene ..	Auckland.
16. Davidson, Gertrude Ethel	Wellington.	104. Long, Mary Ann ..	Dunedin.
{ Omeara, William ..	Auckland.	Moran, Florence Eileen ..	Wellington.
{ Drysdale, Margaret Jane	Dunedin.	(Costelloe, Andrew ..	Christchurch.
18. Park, Robert ..	Blenheim.	108. Craig, William James ..	Palmerston S.
{ McLean, Margaret Flora	Wellington.	110. Harte, William ..	Timaru.
20. Wilson, Edwin John ..	Nelson.	111. Carter, Elsie ..	Christchurch.
22. Keasberry, Annie ..	Wellington.	112. Saxon, Daisy Mary Elise von	
23. McGregor, Ernest ..	Gisborne.	Tunzelmann ..	Nelson.
24. Stewart, Charles Alexander	New Plymouth.	113. Crombie, Jane McChesney ..	Dunedin.
25. Jones, Percy David ..	Timaru.	114. Armit, Edward Napier ..	Wellington.
26. MacDougall, Allan ..	Wellington.	{ Knight, Fred Sydney Rocks	Dunedin.
{ Smyth, Kenneth Hugh	Wellington.	{ Norrie, James Alexander ..	Lawrence.
28. Dunn, David William Porter	Oamaru.	115. Rundle, James Edward ..	Napier.
29. Forrester, James Henry	Palmerston S.	Rutherford, John Porteous ..	Dunedin.
{ Chapman, John Henry	Palmerston N.	{ Brennan, Josephine Mairé	Wellington.
30. McKenzie, Kenneth ..	Napier.	119. Jordan, Albert Randolph ..	Nelson.
32. White, Charles Hunter	Dunedin.	{ Wright, Joseph Evelyn ..	Wellington.
{ Florance, David Charles Hamilton	Christchurch.	122. Sutherland, Robert William ..	Timaru.
33. Hampson, Martin Heywood ..	Auckland.	123. Jacobsen, Frank Seigmund Hoban	Wellington.
35. Holden, Claude ..	Wanganui.	{ Cater, Claude ..	Thames.
36. Worrall, Louisa ..	Auckland.	124. Gillies, Robert Peter ..	Oamaru.
37. George, Stanley Arthur ..	Invercargill.	{ McIntosh, Margaret Eliza ..	Lawrence.
38. Jones, Arthur Thomas ..	Thames.	{ Sunley, Robert Maxwell ..	Wellington.
39. Greenwood, Duncan Matheson	Auckland.	128. Chappell, Arthur Lewis ..	Thames.
40. Young, John Cawte ..	Blenheim.	129. Tavendale, Lillian Jane ..	Westport.
41. Thompson, James Frederick	Westport.	130. Heward, Edwin Harold ..	Whangarei.
{ Freyberg, Cuthbert ..	Wellington.	131. O'Malley, Margaret Elizabeth ..	Christchurch.
42. Langford, Mabel Constance	Wellington.	{ Treahy, Thomas ..	Dunedin.
{ Moore Minnie Madeline	Hokitika.	{ Buchan, William James Alex-	
45. Tudhope, James McCurdy ..	Oamaru.	133. ander ..	Napier.
{ Cornwall, Isaac Henry	Greymouth.	{ Duggan, Edmund Joseph	Oamaru.
46. Dellow, Roy Hamilton ..	Auckland.	{ Dunnett, Maggie ..	Lawrence.
{ Nikolaison, Ole Hartvig	Napier.	{ Finlay, George Panton ..	Thames.
49. Joyce, Henry Augustus ..	Auckland.	136. Judkins, William Edwin ..	Auckland.
50. McPadden, Winifred ..	Westport.	{ McGovern, Elizabeth ..	Wanganui.
{ Barkley, Lydia Vida ..	Greymouth.	{ Cameron, John Rupert Fraser	Timaru.
51. Bretherton, Arthur Charles	Wanganui.	139. Lambert, Edward Percival ..	Wellington.
Hunt, Florence Maud ..	Timaru.	141. McLean, Jessie Mary ..	Auckland.
54. Black, Robert ..	Timaru.	{ Hart, Mary ..	Dunedin.
{ Hildreth, Ellen May ..	Wellington.	142. Mitchell, Maud ..	Wanganui.
{ Ferguson, David ..	Christchurch.	{ Murray, Irene Jane ..	Masterton.
56. Hunt, Percy Robert ..	Auckland.	{ Stewart, Jeanie December	Timaru.
{ Patrick, Ebenezer Brown	Lawrence.	146. Brockett, Frederick Charles	Wellington.
59. Boyes, John Henry ..	Auckland.	{ Acheson, Frank Oswald Victor	Invercargill.
60. Pagan, James ..	Dunedin.	147. Darby, Owen Ambrose ..	Thames.
{ Waters, Alan Francis ..	Nelson.	{ Kelly, Bertie Fleming ..	Wellington.
{ Allen, Grace Madeline ..	Wellington.	150. Leopard, John Henry ..	Wellington.
62. Jamieson, John Gideon	Palmerston N.	{ Kilmartin, Theresa Agnes	Dunedin.
{ Wright, Norman Frederick	Thames.	151. Verschaffelt, Paul Désiré Nestor	Napier.
65. Dykes, Robert Preshaw	Greymouth.	{ Burnet, Harry ..	Christchurch.
66. Burdekin, Cyril Blake ..	Nelson.	153. Cairns, Albert Andrew ..	Wellington.
67. Clapham, Frederic Hampden	Wanganui.	{ Ching, Albert James ..	Wellington.
68. Goldman, Robert Macgregor	Timaru.	{ Packham, Victor Reeves ..	Christchurch.
{ McKenzie, Ida Maud ..	Invercargill.	157. Hobbs, Stephen Maundrell	Napier.
{ August, Flora Anna Dorothea	Invercargill.	{ Fulton, John James ..	Auckland.
70. Clark, Charles William	Christchurch.	{ McDonald, Robert ..	Lawrence.
{ Egglestone, William Morley	Lawrence.	158. McGuire, May Elizabeth	Auckland.
{ Macmorran, Robert Glen	Wellington.	{ Shepherd, Nellie ..	Invercargill.
73. Warren, Jessie Esther ..	Auckland.	{ Sherwood, Thomas Henry	Christchurch.
75. Bisson, Clarence Henry	Napier.	{ Wilson, Maud Ellen ..	Hokitika.
{ Darling, Harry Cecil Rutherford	Oamaru.	{ Bennet, Olive ..	Wellington.
77. Lang, Thomas Ernest ..	Napier.	164. Cole, Marguerita Lillian	Christchurch.
{ Mackay, Thomas Gilbert Camp-		{ Gledhill, Frederic James Rees	Oamaru.
bell ..	Nelson.	{ Hamilton, Catherine Daisy	Invercargill.
79. Brosnan, James Deen ..	Timaru.	{ Ross, Alan Leslie Barnard	Auckland.
80. Blanchett, Percy George	New Plymouth.	169. Macalister, Ria ..	Blenheim.
{ Gapper, Gordon Saywell	Timaru.	{ Andersen, Aileen Mary	Thames.
82. Smith, George Grant ..	Napier.	{ Clarke, Mary Anne Cecilia	Masterton.
83. Hogben, George McLachlan	Wellington.	171. Harding, Roy Lindsay ..	Auckland.
84. Thompson, Henry Theodore	Napier.	{ MacKenzie, George Simon	Oamaru.
{ Croxton, Herbert Valentine	Napier.	{ Mariu, Hone Pau ..	Wanganui.
85. Jourdain, Godfrey Owen	Auckland.	{ Craig, David William ..	Lawrence.
{ King, Catherine ..	Dunedin.	176. Ferguson, Minnie Logan	Dunedin.
86. Storey, Charles Leo ..	Whangarei.	{ Corrigan, Beatrice Alice	Nelson.
89. Hill, Reginald Bernard	Wellington.	178. Gaynor, Mary Aloysia	Wellington.
{ Kelling, Dora Evelyn ..	Westport.	{ Schmidt, Helene Gertrud	Christchurch.

	Candidate.	Examination Centre.		Candidate.	Examination Centre.
	Andrew, Charles Thomas	.. Thames.		Andrews, Lillian Mabel	.. Auckland.
	Barnett, James	.. Lawrence.	232.	McMillan, Christina Allan	.. Greymouth.
181.	Dunn, John Gilman Sharp	.. Oamaru.		Sinclair, Albert Trevor	.. Christchurch.
	Hall-Jones, William	.. Timaru.		Sinclair, James Corbett	.. Christchurch.
185.	Goddard, Victor	.. Napier.	235.	Westrup, Agnes Catherine Iva	.. Wellington.
	Falkner, Beatrice	.. Nelson.	237.	Byrne, Mary Elizabeth	.. Dunedin.
	Hewitt, Bertie	.. Auckland.	238.	Badger, Holly Helen Hanson	.. Tauranga.
	Miller, Samuel	.. Invercargill.		Gibb, Alice Greenaway	.. Christchurch.
186.	Perkins, Jessie Gertrude Thomasina	.. Invercargill.		McRae, Rebecca Finlayson	.. Napier.
	Stewart, William	.. Invercargill.	240.	Mogridge, Frank	.. Blenheim.
191.	Craig, Philomela Blanche	.. Wellington.		Todd, Richard Graeme	.. Napier.
	Dunnett, James	.. Lawrence.		Welch, William Kemble	.. Masterton.
192.	Kerr, William James	.. Hokitika.		Westmoreland, Gladys May Jane	.. Napier.
	Callesen, Johannes	.. Palmerston N.	245.	Palmer, Albert Edgar	.. Dunedin.
194.	Gudgeon, Mary Angela Maude	.. Wellington.	246.	Fisher, Selina	.. Dunedin.
	Rundle, Edward James	.. Greymouth.		Caverhill, Amy Jeannette	.. Wellington.
197.	Warren, Ethel Mary	.. Napier.	247.	Harker, Leslie Geraint John	.. Napier.
	Goldenstedt, Paul	.. Auckland.		Paque, Harriet Lillian Amy	.. Auckland.
198.	McCarthy, Morgan Joseph Northover	.. Wellington.	250.	Blake, Olive	.. Wellington.
200.	Squire, George Otto	.. Timaru.		Hamon, George Rainsford	.. Auckland.
201.	Coradine, John	.. Masterton.	251.	Holmes, John Dudley	.. Wellington.
	Langdon, Fred	.. Wellington.		Sutherland, John Leslie	.. Auckland.
203.	Miller, George Ernest	.. Dunedin.		Corbett, Margaret Lindsay	.. Dunedin.
204.	Kelly, Honora	.. Dunedin.	254.	Forge, Uriah Alexander	.. Auckland.
	Mears, Robert James	.. Auckland.		Hill, Leslie Gerald	.. New Plymouth.
	Jardine, Florence Gladys	.. Napier.	256.	Jones, Thomas Henry	.. Greymouth.
	Lewis, Hugh	.. Nelson.	258.	Robson, Mary Cooke	.. Wanganui.
206.	Mack, Charles William	.. Wellington.	259.	Hoby, Harry James	.. Wellington.
	Muirhead, James William	.. Dunedin.	260.	Macpherson, Martin	.. Oamaru.
	McWilliams, Mikel Joseph	.. Wellington.	261.	Stewart, Janet	.. Greymouth.
210.	Traill, Edwin	.. Invercargill.		Layton, Herbert Henry	.. Christchurch.
	Black, Nina Jessie	.. Dunedin.	262.	Sheffield, Ethel	.. Auckland.
	Cooper, Walter Henry	.. Christchurch.		Sturtevant, Harold Beresford	.. Wellington.
212.	Murray, Clarice Ada Feodore	.. Masterton.		Cutforth, Percy	.. Whangarei.
	Sargisson, Bertran Allen	.. Napier.	265.	McCarthy, Kate O'Sullivan	.. Wellington.
	Hargreaves, Hilda Ethel	.. Greymouth.	267.	Kepple, George William	.. Christchurch.
216.	Mathews, Frederick William	.. Christchurch.		Griffiths, Richard Knight	.. Wellington.
	Shepherd, Frank Medland	.. Auckland.	268.	Nelson, Charles Lewis	.. Christchurch.
	Small, Andrew Charles Gordon	.. Dunedin.		Taylor, Robert	.. Oamaru.
220.	Dunne, Valentine	.. Auckland.		Courtney, James	.. Auckland.
	McLernon, Samuel Aubrey	.. Napier.	271.	Mullins, Harold Michael	.. Auckland.
	Campbell, William Colin	.. Thames.		Robertson, Robert	.. Palmerston S.
222.	O'Halloran, Mary Bridget	.. Christchurch.		Smith, Elaine	.. Auckland.
224.	Stuart, Marion Margaret	.. Blenheim.	275.	Porter, William Arthur	.. Auckland.
225.	Flyger, Juanita Eulalie	.. Palmerston N.		Welsby, Adela Louise	.. Wellington.
226.	Ivimey, Mary Beatrice	.. Dunedin.		Clothier, Helen Cushney	.. Dunedin.
	Howden, Amy Niblett	.. Wellington.	277.	Dwan, Francis Thomas	.. Wellington.
227.	Jack, Alexander Douglas	.. Whangarei.		Norries, Melenna	.. Auckland.
	Campbell, Dalton Henry	.. Wellington.		Brown, Ellen	.. Auckland.
229.	Williamson, George Buchanan	.. Wellington.	280.	Clouston, Melina Florence Haselden	.. Blenheim.
231.	McKellar, Ethel Emma	.. Dunedin.		Hall, Arthur James	.. Auckland.
				Lamb, Henry Alexander, jun.	.. Wellington.

## LIST OF EXAMINERS.

Adams, Charles E., B.Sc.	Hawkes, Mrs. Lucy.
Benham, William B., M.A., D.Sc., Professor in the University of Otago.	Hudson, William B.
Blunt, Thomas G. R., M.A., Professor in Canterbury College.	Hutton, Frederick W., F.R.S., Professor in Canterbury College.
Brown, John, M.A., Professor in Victoria College.	Hyde, Frank.
Barron, Clarke C. N.	Isaac, Edmund C.
Browne, Montague H.	Izard, William, M.A., LL.M.
Chilton, Charles, M.A., D.Sc., Professor in Canterbury College.	Kirk, Thomas W., F.L.S.
Corfe, Charles C., M.A.	Lawrell, Miss Maud E., M.A.
Davies, George H.	Lowrie, William, M.A., B.Sc.
Dinwiddie, William.	Maclaurin, Richard C., M.A., Professor in Victoria College.
Easterfield, Thomas, M.A., Professor in Victoria College.	Meek, Alfred R., M.A., LL.B.
Fox, Morris.	Parker, Robert.
Gilray, Thomas, M.A., Professor in the University of Otago.	Rice, Mrs. Emily.
Gray, George, F.C.S.	Richardson, Josephus H.
Grossman, Mrs. Edith H., M.A.	Rowe, Thomas W., M.A.
Gundry, William H., F.I.A.N.Z.	Segar, Hugh W., M.A., Professor in Auckland University College.
Harkness, John, M.A.	Van Slyke, George W., M.D.
	White, David R., M.A.
	Wilson, Kenneth, M.A.



## EXAMINATION PAPERS.

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

1. What are—indirect object, complex sentence, historic present, reflexive pronoun, superlative degree? Give an example of each.
2. “Anglo-Saxon (or ancient English) was an inflexional language; modern English is an analytical language.” Explain the meaning of this assertion, and show briefly that it is true.
3. Analyse fully the following passage, and parse the italicized words :—

*The maimed who chanced to meet*  
*Her far-off beauty on the way, aside*  
*Drew into shadow till she passed, nor begged*  
*Aught that might turn the light of her sweet face*  
*On the too conscious fault; and Lazarus*  
*Covered his sores with deeper sense of ill.*

4. Rewrite the following passage in the third person :—

For my part, I should choose—if I could have my wish—that the proposition of the honourable gentleman for the repeal could go to America without the attendance of the penal bills. Alone, I could almost answer for its success: I cannot be certain of its reception in the bad company it may keep. In such heterogeneous assortments the most innocent person will lose the effect of his innocency. Though you should send out this angel of peace, yet you are sending out a destroying angel too; and what would be the effect of the conflict of these two adverse spirits, or which would predominate in the end, is what I dare not say: whether the lenient measures would cause American passion to subside, or the severe would increase its fury—all this is in the hand of Providence. Yet now, even now, I should confide in the prevailing virtue and efficacious operation of lenity, though working in darkness and in chaos, in the midst of all this unnatural and turbid combination: I should hope it might produce order and beauty in the end.

Let us, Sir, embrace some system or other before we end this session. Do you mean to tax America and to draw a productive revenue from thence? If you do, speak out; name, fix, ascertain this revenue; settle its quantity; define its objects; provide for its collection; and then fight when you have something to fight for. If you murder, rob; if you kill, take possession; and do not appear in the character of madmen as well as assassins—violent, vindictive, bloody, and tyrannical—without an object. But may better counsels guide you!—*Burke: Speech on American taxation.*

5. Point out any errors you see in the following sentences, and rewrite in correct English :—
  - (a.) I have done no more than it was my duty to have done.
  - (b.) He had no sooner come but he began to find fault.
  - (c.) Lying seriously ill, my mother hastened to my lodgings.
  - (d.) He was brought up under her own eye by a tutor of deep erudition, but who was totally unfitted for forming the mind.
  - (e.) This caused the author more annoyance than any he met in his whole life.
  - (f.) I perceived it had been scoured with half an eye.
6. Write an essay (at least a page in length) on one of the following subjects, paying careful attention to expression, punctuation, and neatness of form :—
  - (a.) Is war justifiable? (State the chief arguments for and against the proposition that war is justifiable, and draw your own conclusion.)
  - (b.) The plot of any one of Shakspeare's plays.
  - (c.) Six months in Europe: an imaginary tour. (Say what places you would visit, and what you would expect to see.)
7. Punctuate the following passage, and put capitals where they are required :—

[You are requested to begin the punctuation exercise on a fresh page.]

Papa i thought you were never coming back said the lady its twelve oclock yes my dear said the warden the attorney general named ten for my meeting to be sure ten is late but what could i do you know great men will have their own way and he gave his daughter a kiss and shook hands with the doctor and again tried to look unconcerned and you have absolutely been with the attorney general asked the archdeacon mr harding signified that he had good heavens how unfortunate and the archdeacon raised his huge hands in the manner in which his friends are so accustomed to see him express disapprobation and astonishment what will sir abraham think of it did you not know that it is not customary for clients to go direct to their counsel isnt it asked the warden innocently well at any rate ive done it now sir abraham didnt seem to think it so very strange the archdeacon gave a sigh that would have moved a man of war but papa what did you say to sir abraham asked the lady i asked him my dear to explain john hiram's will to me he couldnt explain it in the only way which would have satisfied me and so i resigned the wardenship.

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

[The candidate is requested to number the words, to write them in a column, and to use a fresh page for each of the spelling exercises. No marks will be given for a word that contains a doubtful letter. The letter “e” must be looped, the letter “i” must be dotted, and the letter “t” must be crossed.]

*Dictation and Spelling (Part of the Paper on English Grammar and Composition).—For Class E, and for Civil Service Junior.*

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

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

There is none of us who would not risk his life rather than fall under a government purely arbitrary. But although there are some amongst us who think our constitution wants many improvements to make it a complete system of liberty, perhaps none who are of that opinion would think it right to aim at such improvement by disturbing his country and risking everything that is dear to him. In every arduous enterprise we consider what we are to lose as well as what we are to gain; and the more and better stake of liberty every people possess, the less they will hazard in a vain attempt to make it more. These are the cords of man. Man acts from adequate motives relative to his interest, and not on metaphysical speculations. Aristotle, the great master of reasoning, cautions us, and with great weight and propriety, against this species of geometrical accuracy in moral arguments as the most fallacious of all sophistry.

1. Fuchsia (a flower). 2. Littoral (belonging to the sea-shore). 3. Cynosure (centre of general attention). 4. Pusillanimous (mean-spirited). 5. Furlough (leave of absence from military duty). 6. Sycophant (an informer, a sneak, a parasite). 7. Silhouette (a shadow portrait). 8. Rescind (to repeal). 9. Reconnoitre (to examine a region with a view to military operations). 10. Asphyxia (suffocation). 11. Pseudonym (a false or assumed name). 12. Equerry (an officer in charge of horses). 13. Gyves (fetters). 14. Trellis (lattice-work). 15. Solecism (an impropriety in diction). 16. Idiosyncrasy (peculiarity of temperament). 17. Saccharine (sugary). 18. Phylactery (an amulet). 19. Choleric (irascible). 20. Hemorrhage (great loss of blood).

*English Grammar and Composition.—For Class D. Time allowed: Three hours.*

[Notice.—All candidates are required to attempt the spelling and the punctuation exercises.]

1. Give, with explanatory notes, a few examples of each of the following kinds of change in the use and meaning of words: amelioration, degradation, specialisation, extension.

2. Give two sentences illustrating each of the following faults in the use of language, and re-write them so as to remove ambiguity:—

- (1.) Ambiguity in the use of participles.
- (2.) Ambiguity in the use of adverbs.
- (3.) Ambiguity in the use of pronouns.

3. Rewrite the following sentences in correct English:—

- (1.) I am not sure whether or no he has had fever; but I heard that he is some better.
- (2.) It is difficult to perfectly translate this passage.
- (3.) Firstly, we ought to ask the witness if it is true that this crime transpired in his presence.
- (4.) I depreciate this bad feeling: it is very unexpected from a man who is usually so equitable in temper.
- (5.) I shall have great pleasure to accept your kind invitation.

4. Give the *general* analysis of the following passage, and parse *in full* the words in italics:—

My inducement *hither*

Was not at present here to find my son,  
By order of the lords *new parted hence*  
To come and play before them at their feast.  
I heard *all as* I came: the city rings,  
And numbers thither flock: I had no will,  
*Lest I should see him forced* to things *unseemly*.

5. Combine the following into a sentence:—

- (a.) In this drama pity and terror are aroused by the tragic order, the elevation, the irony, the crash of ruin. [*Principal clause.*]
- (b.) The events are made to succeed each other in the tragic order. [*Relative clause to "tragic order" in (a).]*
- (c.) The hero is raised to the elevation by his genius and wisdom before the great reverse. [*Relative clause to "elevation" in (a).]*
- (d.) The irony makes the whole horror of the situation apparent to the spectators. [*Relative clause to "irony" in (a).]*
- (e.) He is involved in the crash of ruin by the antecedent sins of others. [*Relative clause to "crash of ruin" in (a).]*
- (f.) He is exposed to the reverse. [*Relative clause to "reverse" in (c).]*
- (g.) The person most affected remains unconscious of the truth. [*Adverbial clause to the predicate of (d).]*

6. Write two paragraphs on *one* of the following subjects, attending carefully throughout to expression, punctuation, and neatness of form:—

- (1.) Importance to teachers of a knowledge of the theory and principles of education.
- (2.) Importance to teachers of a careful preparation of the daily school lessons.
- (3.) Value of object lessons in class teaching.

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

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

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

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

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

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

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

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

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

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

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

1. Write two careful paragraphs on Shakspeare's delineation of Juliet's character.

2. Describe, with references to relevant characters, the comic element in Shakspeare's *Hamlet*."

3. Point out in what respects and to what extent Burke failed to appreciate the causes of the French Revolution; and show how this failure vitiates some of the arguments in his "Reflections."

4. Either (1) describe Sir Robert Walpole's domestic and foreign policy, or (2) discuss the justice of Macaulay's estimate of Horace Walpole.

5. Give the main points in Macaulay's contrast between the Greek philosophy and the Baconian philosophy; and add your reasons for agreeing with or dissenting from Macaulay's judgments on these two opposed philosophies.

6. Indicate what Seeley means by "the old colonial system," and show how radically it differs from the present system of colonial government.

7. Mention, with explanations, the chief internal and external dangers with which Britain has to deal in governing India.

8. Either (1) point out, with illustrations, the great merits of Macaulay's style, and compare and contrast it with Burke's style; or (2) point out and illustrate, from your study of "Romeo and Juliet" and "Hamlet," some of the chief respects in which Tudor English differs from the English of our own day.

9. Write notes on the following, and mention in each case the speaker and the circumstances :—

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

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

[N.B.—Great importance is attached to the correct rendering of the passages set for translation from and into Latin.]

1. Translate into English—

*An Obstinate Rebel.*

(a.) L. Plancus interim legatus petit a Caesare, uti *sibi* daret potestatem cum Considio *agendi* si posset aliqua *ratione* perduci ad sanitatem. Itaque, data facultate, litteras conscribit, et eas captivo dat perferendas in oppidum ad Considium. Quo simul atque captivus pervenisset litterasque, ut erat mandatum, Considio porrigere coepisset, prius quam acciperet ille “Unde” inquit “*istas*”? tum captivus, “Imperatore a Caesare.” Tunc Considius “Unus est” inquit “Scipio imperator hoc tempore populi Romani.” Deinde in conspectu suo statim interfici iubet, litterasque nondum perlectas, sicut erant signatae, dat homini certo ad Scipionem perferendas.—*De Bel. Afr.* 4.

*Scrupulousness in waging War.*

(b.) Ex quo intelligi potest nullum bellum esse iustum nisi quod aut rebus repetitis geratur aut denuntiatum ante sit et indictum. Popilius imperator tenebat provinciam: in cuius exercitu Catonis filius tiro militabat. Cum autem Popilio videretur unam dimittere legionem, Catonis quoque filium, qui in eadem legione militabat, dimisit. Sed cum amore pugnandi in exercitu remansisset, Cato ad Popilius scripsit, ut, si eum patitur in exercitu remanere, secundo eum obliget sacramento, quia priore amisso iure cum hostibus pugnare non poterat. Adeo summa erat observatio in bello movendo.—*Cic., De Officiis* I. 36.

*A True Lover.*

- (c.) Non ego laudari curo, mea Delia: tecum  
Dum modo sim, quaeso segnis inersque vocer.  
Te spectem, suprema mihi cum venerit hora:  
Te teneam moriens deficiente manu.  
Flebis et arsuro positum me, Delia, lecto,  
Tristibus et lacrimis oscula mixta dabis.  
Flebis: non tua sunt duro praecordia ferro  
Vincta, nec in tenero stat tibi corde silex.

—*Tibullus*, I. i. 57.

2. Translate into Latin—

- (a.) Send me one million sesterces to buy a house.  
(b.) Having drawn his sword, he rushed up the steep hill.  
(c.) He told me who he was, and where he was going.  
(d.) He asked me whether your friend was going to spend the winter at Rome or at Carthage.  
(e.) Provided you do not tell my brother, you may write to me every seventh day.  
(f.) When Caesar was tarrying in this place to refit his ships, word was brought to him that the Germans were engaged in destroying the bridge which he had ordered to be made over the Rhine.

3. In extract (a), give and account for the cases of the words in italics.

*Litteras dat ad Scipionem perferendas*: Express this by four other constructions.

4. In extract (b), say which of the verbs are in the subjunctive mood, and why.

Decline in full *res, exercitus, ius*; and in all genders, *qui, idem, prior*.

5. In extract (c), give the nominative singular and the gender of all the nouns.

Compare all the adjectives in the extract, and give the principal parts of the verbs in the last four lines.

Latin.—For Civil Service Senior. Time allowed: Three hours.

[N.B.—Great importance is attached to the correct rendering of the passages set for translation from and into Latin.]

1. Translate into English—

(a.) *Magnanimity of Alexander.*

Anxium regem tantis malis circumfusi amici ut *meminisset* orabant, animi sui magnitudinem unicum remedium deficientis exercitus esse; cum ex iis qui praecesserant ad capiendum locum castris, duo occurrunt utribus aquam gestantes, ut filiis suis quos in eodem agmine esse et aegre pati sitim non ignorabant, *occurrerent*. Qui cum in regem *incidissent*, alter ex his utre resolutum vas, quod simul ferebat, implet porrigens regi. Ille accipit. Percontatus, quibus aquam *portarent*, filiis ferre cognoscit. Tunc poculo pleno, sicut oblatum est, reddito, “Nec solus” inquit “bibere sustineo nec tam exiguum dividere omnibus possum. Vos currite et liberis vestris quod propter illos attulistis date.”—*Q. Curt.* vii. 20.

(b.) *Pain is no Evil.*

Posidonium et ipse saepe vidi, et id dicam quod solebat narrare Pompeius, se cum Rhodum venisset decedens ex Syria, audire voluisse Posidonium; sed cum audisset eum graviter esse aegrum, quod vehementer eius artus *laborarent*, voluisse tamen nobilissimum philosophum visere; quem ut *vidisset* et salutavisset honorificisque verbis prosecutus esset molestique se dixisset ferre, quod eum non posset audire, at ille, “Tu vero” inquit “potes, nec committam ut dolor corporis efficiat, ut frustra tantus vir ad me *venerit*.” Itaque narrabat eum graviter et copiose de hoc ipso, nihil esse bonum, nisi quod esset honestum, cubantem disputavisse, cumque quasi faces ei doloris admoverentur, saepe dixisse: “Nihil agis, dolor! Quamvis *sis* molestus, numquam te esse confitebor malum.”—*Cic. Tusc. Disp.* ii. 61.

## 2. Translate into English prose—

(a.) *The Power of Time.*

Tempore ruricolae patiens fit taurus aratri,  
 Praebet et incurvo colla premenda iugo.  
 Tempore paret equus lentis animosus habenis,  
 Et placido duros accipit ore lupos.  
 Tempore Poenorum compescitur ira leonum,  
 Nec feritas animo, quae fuit ante, manet.  
 Quaeque sui monitis obtemperat Inda magistri  
 Belua, servitium tempore victa subit.  
 Hoc tenuat dentem terras scindentis aratri;  
 Hoc rigidas silices, hoc adamanta terit.  
 Hoc etiam saevas paulatim mitigat iras,  
 Hoc minuit luctus maestaque corda levat.

—Ovid. *Trist.* iv. 6.(b.) *Hannibal mourns for Sychaeus.*

“Cerno” ait “adverso pulchrum sub pectore vulnus  
 Cuspidis Iliacae. Dignus Carthagine, dignus  
 Hasdrubale ad manes ibis; nec te optima mater  
 Dissimilem lugebit avis, Stygiave sub umbra  
 Degenerem cernens noster vitabit Hamilcar.  
 At mihi Flaminius, tam maesti causa doloris,  
 Morte sua minuat luctus. Haec pompa sequetur  
 Exequias, seroque emptum volet impia Roma,  
 Non violasse mei corpus mucrone Sychaei.”

—*Sil. Ital.* v. 592.

## 3. Translate into Latin prose:—

The gentleman to whom I addressed my discourse said to me, with a sort of smile which usually arises from pity to the ignorant, that he was glad of any occasion to keep me among them, and desired my permission to explain to the company what I had said. He did so, and they talked together for some time in their own language, whereof I understood not a syllable, neither could I observe by their countenances what impression my discourse had made on them. After a short silence, the same person told me that his friends were very much pleased with the remarks which I had made on the great happiness and advantages of immortal life, and that they desired to know what scheme of living I should have formed to myself if it had fallen to my lot to have been born a Struldbrug.—*Swift (slightly altered).*

4. Give the reason for the subjunctive mood of the words in italics in extracts 1 (a) and 1 (b).
5. Explain the cases of the words in italics in extracts 2 (a) and 2 (b).
6. Write out the principal parts of the verbs in the last six lines of extract 2 (b).
7. In extract 1 (a) convert the last lines (*Nec solus—date*) into oratio obliqua, substituting *dixit* for *inquit*.
8. Give the simple words from which are derived—*remedium, gestare, porrigere, honorificus, ruricola, exequiae*.

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

## 1. Translate into English:—

Eugène Sue étant revenu à Paris, un éditeur intelligent et chercheur vint le trouver et lui apporta une publication anglaise illustrée, dont les gravures et le texte étaient consacrés à la peinture des mystères de Londres. “Un ouvrage de ce genre, lui dit-il, sur Paris, aurait de grandes chances de succès. Voulez-vous me le faire?” “Une revue illustrée! lui répondit Eugène Sue, cela ne me tente guère. En fin, j’y penserai.” Quelque temps après, je reçus à la campagne un petit carton brun renfermant deux ou trois cents pages de manuscrit, et accompagné de ce mot, que j’ai toujours gardé: “Mon bon Ernest, je vous envoie je ne sais quoi; lisez. C’est peut-être bête comme un chou. Cela m’a bien amusé à faire, mais cela amusera-t-il les autres à lire? Voilà le douteux. Vite un mot qui me dise votre opinion.” Je lus . . . . c’était la moitié du premier volume des “Mystères de Paris.”—*E. Legouvé.*

2. (a.) *Étant revenu*: Give a list of verbs, with their meanings, which are conjugated with *être*.
- (b.) *Une publication anglaise*: What adjectives as a rule precede the substantive they qualify?
- (c.) *Me le faire*: State rules for the position of conjunctive personal pronouns before a verb.
- (d.) *Ne me tente guère*: Quote other negative, or virtually negative, expressions similar to *ne-guère*.
- (e.) *J’y penserai*: What is the difference in meaning between *j’y penserai* and *j’en penserai*?
- (f.) Give the first person plural of each of the simple tenses of the indicative of the following verbs: *Dit, voulez, faire, envoie, lire, reçus*.
- (g.) *Accompagné de*: Quote five other verbs followed by *de* with the sense in which it is used here.

(h.) *Cela amusera-t-il ?* What other ways are there of asking a question in French ?

(i.) *Voilà le douteux :* Express the same meaning in French in two other ways.

(j.) *Qui me dise :* Why *disse* ?

3. Translate into English :—

Le capitaine était occupé à regarder avec la plus grande attention s'éloigner le grand chef, admirant avec quelle rapidité la petite barque glissait sur l'eau, lorsque trois Hurons s'approchèrent de lui ; l'un détacha sa cravate, l'autre lui enleva sa chemise, et le troisième le débarrassa de son pantalon, dans lequel était sa montre. Puis deux autres leur succédèrent, dont l'un tenait un rasoir, et l'autre une espèce de palette composée de petites coquilles (*shells*) remplie de couleur, jaune, rouge, et bleue. Ils firent signe au capitaine Pamphile de se coucher, et, tandis que le reste de l'équipage allumait le feu comme il aurait pu le faire sur une île véritable, plumait les oiseaux et dépouillait le castor (*beaver*), ils procédèrent à la toilette de leur nouveau camarade. L'un lui rasa la tête, à l'exception de la mèche que les sauvages ont l'habitude de conserver ; l'autre lui promena son pinceau imprégné de différentes couleurs par tout le corps et le peignit à la dernière mode adoptée par les *fashionables* de la rivière Orotava et du lac Huron.—*Dumas*.

4. Translate into French :—

(a.) Thus they wandered for many hours. The light of the short winter's day began to grow less, and still they were unable to find shelter of any kind. During the day they had been cold, but not so tired and hungry as they were in the evening. Suddenly they saw something which rose above the snow, and did not look like bushes or trees. I was a hut which was nearly buried in the snow. How lucky they were to find it ! The door was open ; they entered. After lighting a fire, they threw some wood upon it, and sat down. Though the little boy was very hungry and very tired, he thought of the danger from which he had escaped. He thought of the forest, of the white trees, of the deep silence of the night ; and, while he thought, he could hear in the forest the cries of the wolves searching for prey. He fell upon his knees, his heart full of thankfulness.

(b.) Dear Mother,—You will be sorry to hear that I have been ill during this week. I had such a bad cold that aunt thought I had better not go to school. I am quite well again now, and I hope I shall be able to pass the examination, which begins next Monday. When you write will you please send me some stamps ? I am putting the last one I have on this letter.—Your affectionate daughter, M.

5. Translate into French :—

(a.) Here it is ; show it to them, but do not give it to them.

(b.) Have you told them all the stories he has told me ?

(c.) Whose fault is it that it happened ?

(d.) I have seen soldiers buried in the snow.

(e.) Do not let her interfere in this matter.

(f.) He has gone for a doctor.

(g.) She came in with a letter in her hand.

(h.) He has become a soldier.

*French.—For Civil Service Senior. Time allowed : Three hours.*

1. Translate into English :—

*An Encampment.*

(a.) La soupe est mangée : on a fumé la dernière pipe, chanté le joyeux refrain. Tandis que les camarades de tente s'endorment entre leurs deux couvertes, la grand'garde change de place en silence, car sa position aurait pu être reconnue. Le factionnaire qu'on voyait au haut de cette colline a disparu ; mais suivez l'officier de garde dans sa route, et, malgré l'obscurité, il vous fera distinguer sur la pente même de cette colline, un zouave couché à plat ventre tout près du sommet qui le cache, l'œil au guet, le doigt sur la détente. Un feu est allumé au milieu de ce sentier qui traverse un bois, et qu'un petit poste occupait pendant le jour ; mais le poste n'est plus là. Cependant le maraudeur, l'ennemi qui s'approche du camp pour tenter un vol ou une surprise, s'éloigne avec précaution de cette flamme autour de laquelle il suppose les Français endormis ; il se jette dans le bois, et il y tombe sous les baionettes des zouaves embusqués, qui le frappent sans bruit, afin de ne pas fermer le piège et de ne pas signaler leur présence aux compagnons de leur victime.—*Le Duc d'Aumale*.

*Chimes.*

(b.) J'aime le carillon dans tes cités antiques,  
O vieux pays gardien de tes mœurs domestiques,  
Noble Flandre, où le nord se réchauffe engourdi  
Au soleil de Castille et s'accouple au midi !  
Le carillon, c'est l'heure inattendue et folle,  
Que l'œil croit voir, vêtue en danseuse espagnole,  
Apparaître soudain par le trou vif et clair  
Que ferait en s'ouvrant une porte de l'air.  
Elle vient, secouant sur les toits léthargiques  
Son tablier d'argent plein de notes magiques,  
Réveillant sans pitié les dormeurs ennuyés,  
Sautant à petits pas comme un oiseau joyeux,

Vibrant, ainsi qu'un dard qui tremble dans la cible :  
 Par un frêle escalier de cristal invisible,  
 Effarée et dansante, elle descend des cieux ;  
 Et l'esprit, ce veilleur fait d'oreilles et d'yeux,  
 Tandis qu'elle va, vient, monte et descend encore,  
 Entend de marche en marche errer son pied sonore.

—Victor Hugo.

2. Translate into French :—

(a.) We have had a second shock (of earthquake), much more violent than the first ; and you must not be surprised if, by next post, you hear of a burning mountain sprung up in Smithfield. In the night between Wednesday and Thursday last (exactly a month since the first shock) the earth had a shivering-fit between one and two, but so slight that if no more had followed I don't believe it would have been noticed. I had been awake, and had scarcely dozed again, when on a sudden I felt my bolster lift up my head. I thought somebody was getting from under my bed ; but soon found it was a strong earthquake, which lasted nearly half a minute, with a violent vibration and great roaring. I rang my bell ; my servant came in, frightened out of his senses ; in an instant, we heard all the windows in the neighbourhood flung up. I got up and found people running into the street, but saw no mischief done : there has been some,—two old houses flung down, several chimneys, and much chinaware. Several people are going out of town : they say they are not frightened, but that it is such fine weather : " Lord, we cannot help going into the country ! " A parson, who came into White's the morning of earthquake the first, and heard bets laid whether it was an earthquake or blowing-up of powder-mills, went away exceedingly scandalized.—*Horace Walpole*.

(b.) Write a short essay, about fifteen lines, on the subject of either " L'avenir de la Nouvelle-Zélande," or " Les ballons dirigeables."

3. The following questions arise out of Question 1 :—

(a.) *La dernière pipe* : Distinguish between this and " *la pipe dernière*," and quote five other adjectives the meanings of which change according to position.

(b.) *A disparu* : Is there any difference in sense between this and *est disparu* ? Illustrate your answer by other examples.

(c.) *Il vous fera distinguer* : Write five other sentences in French to illustrate the use of *faire* with the infinitive.

(d.) *L'œil croit voir* : Mention five classes of verbs which are followed by an infinitive without a preposition.

(e.) *Sautant à petits pas* : Quote a few instances in which *à* is used in this sense.

(f.) Give the present participle, past participle, first person singular of the present indicative, and first person singular of the present subjunctive of the following : *S'endormir, voir, faire, jeter, engourdir, croire, apparaître, ouvrir, descendre, venir*.

4. Give the French for—He is well off ; Take off your hat ; Come on Monday ; Play on ; Go on ; On the left ; Put your hat on ; What is that to you ? It is not worth my while ; We had better go.

German.—For Class D, and for Civil Service Junior. Time allowed : Three hours.

I. Translate :—

Die Ankunft des Richters mit seinem Esel und Sacke setzte ihn in Verwunderung, und noch mehr erstaunte er, als der Richter sich ihm zu Füßen warf und also sagte : " Erlaube mir, Herr, dass ich diesen Sack mit Erde von diesem Boden fülle." Der Kalif gab es zu. Als der Sack voll war, bat der Richter ihm den Sack auf den Esel heben zu helfen. Der Kalif fand dieses Verlangen noch sonderbarer als alles vorige ; um aber zu sehen, was der Mann vorhabe, griff er mit an. Allein der Sack war nicht zu bewegen, und der Kalif sprach : " Die Bürde ist zu schwer." " Herr," antwortete der Richter, " Du findest diese Bürde zu schwer ? Und sie enthält nur einen kleinen Teil der Erde die du ungerechter Weise einer armen Witwe genommen hast ; wie willst du denn das ganze geraubte Land tragen können, wenn es der Richter der Welt am letzten Gerichtstage auf deine Schultern legt ? " Der Kalif war betroffen ; er lobte die Herzhaftigkeit des Richters und gab der Witwe das Land zurück.

(1.) *Verwunderung* is feminine. Give a few general rules for determining the gender of feminine substantives (a) by meaning, (b) by form.

(2.) Give the third person singular of (a) the present indicative and (b) the imperfect indicative and (c) the present subjunctive, and give also the past participle, of the verbs to which the following belong : *Setzte, warf, war, helfen, griff, findest, enthält, können, betroffen, genommen, gab*.

(3.) *Ungerechter Weise* : Do you know any expressions in English similar to this ?

II. Translate :—

Theurer Onkel !—Wie könnte ich je Deinen Geburtstag vergessen, der mir immer so theuer gewesen ist ! Gern möchte ich, wie früher, am nächsten Freitag bei Dir eintreten, um Dir meinen Glückwunsch darzubringen. Doch leider trennt mich die weite Ferne von Dir, und zum ersten Male in meinem Leben muss ich Dir meine Wünsche schriftlich aussprechen. Ich hoffe Du wirst die beigefügte Zeichnung freundlich aufnehmen als ein Zeichen meiner Liebe und Dankbarkeit. Es wird Dich freuen zu hören, dass ich im Deutschen grosse Fortschritte gemacht habe. Dieser Brief wird Dir ein Beweis davon sein, und wenn ich im nächsten Jahre nach Hause komme, dann kann ich immer Deutsch mit Dir sprechen ; ich habe es gar zu gern ! Nun lebe wohl, lieber Onkel ! Mit herzlichen Wünschen verbleibe ich—Dein Dich-liebender Neffe, A.

(1.) *Theurer Onkel* : When must the masculine termination *-er* be attached to adjectives ?

(2.) *Aufnehmen* : What is meant by a "separable" and what by an "inseparable" verb ? Make up three sentences to show the use of (a) three separable verbs and (b) three inseparable verbs.

(3.) *Dir* : Under what other circumstances might the second person singular be used in German ?

III. Translate :—

Hurrah, im Kranz der Siege,  
Dir Königin, am Meer !  
Von Handel, stolz die Wiege,  
Von Freiheit, stark die Wehr ;  
Der Webstuhl saust, das Segel schwellt  
Britanniens Szepter, dein die Welt !  
Glück auf ! Der Webstuhl flieget !  
Ihr Herren und Knecht', habt acht !  
Wir wahren, was ersieget,  
Im Fried' bereit, wie Schlacht !  
Der acker grüset saatbestelt,—  
Auf, deutscher Geist, dein ist die Welt !

IV. Translate into German :—

MY DEAR FATHER,—I have now been in Germany six months, and have been working hard all the time. I read the papers<sup>(1)</sup> every day, and talk to my neighbours during dinner as much as possible. I find that I can understand what they say, and I have no difficulty<sup>(2)</sup> in understanding them. You will see me at home, I hope, in another six months, if I continue to make good progress. I hope that you, my mother and sisters, are all well. There are not many strangers here yet, but some are arriving every day.—I am, my dear father, your affectionate son, C.

(1) Paper—*Zeitung*, f.

(2) Difficulty—*Schwierigkeit*, f.

V. Translate into German :—

- (1.) He asked me for it to-day.
- (2.) Good men respect (*achten*) themselves, and respect each other.
- (3.) This is mine, that is his, and the other is my brother's.
- (4.) We should have been very angry if they had not written to us.
- (5.) We had a dog given to us, but were not allowed to keep it.
- (6.) You may say what you like, I shall not believe you.
- (7.) Will you have a cup of tea?—Yes, please.
- (8.) I give it to him whom I like best.
- (9.) There are more than twelve thousand miles between New Zealand and England.
- (10.) I bought two volumes of this book to-day ; it was much better than buying toys (*Spielzeug*) or ribbons.

German.—*For Civil Service Senior. Time allowed : Three hours.*

I. Translate into English :—

*A Landscape.*

(1.) Aus den seltsam durcheinander geflochtenen Aesten der Feigenkronen erwachsen lenzfrische Blättlein, und daran hefteten sich die strotzenden Säckchen der Früchte. In festem, glänzendem, die Winterzeit überdauerndem Laub prangten goldene Zitronen, und in langen Reihen erhoben sich ungegliedert und schlank die schwärzlich grünen Cypressen wie ernste Reden des chors inmitten eines fröhlichen Festspiels. Aehnlich einem Lager von breit gewölbten runden Zelten erschien dem Auge der niederwärts Schauenden der Pinienwald ihres Vaters, und gestattete sie den Blicken weiter zu schweifen, so sah sie das ruhende Meer, dessen weite Fläche an diesem freundlichen Morgen hier wie helle Cyanen, dort wie geschliffener Saphir schimmerte, und überall mit der eigenen Bläue die Farbe des reinen Himmels zu überbieten bestrebt schien ; und wie über dem Firmament die silbernen Wölkchen, so schwebten über die See hin weissliche Segel. Freundlich umgrünte Hügel umrahmten dies liebliche Bild. Auf ihren wohlbewachsenen Hängen sah man hier weiss schimmernde Tempel, dort Dörfer und Häuser und Häuschen, wie Herden und einzelne Schafe, die halb versteckt von buschigem Laubwerke lagern. Um die Häupter fröhlicher Menschen flechten sich blumige Kränze : so umgab hier das Haus eines jeden begüterten Landmann's ein Hain oder Garten.—*Georg Ebers.*

(2.) Give the infinitive, first person singular of the imperfect, and the past participle of the verbs to which the following belong : Geflochtenen, erwachsen, erhoben, erschien, umgab.

(3.) *Lenzfrische* : Give six other adjectives compounded in similar fashion.

(4.) *Freundlich* : What is the exact force of each of the adjectival terminations, -lich, -haft, -bar, -en ?

II. Translate into English :—

*A Fable.*

(1.) In den Vogelhimmel kamen einst die Seelen aller der Gänse, Hühner, Enten u.s.w. zusammen, welche so im Verlauf eines Tages verzehrt worden waren. Sie stritten sich, wessen Fleisch den Menschen da unten wohl am besten geschmeckt haben dürfte. "Ich nehme den ersten Preis für mich in Anspruch," sagte eine Gans, "denn mein Verzehrter, wenn ich so sagen darf, war ein Gourmand ersten Ranges, und dieser sagte : "Solch delikaten Gänsebraten habe ich noch nie gegessen!" "Ach was," sagte eine Ente, "ich wurde mit Schmorkohl servirt, und ein Geheimer Regierungsrath hat zweimal von mir genommen und sich dann fröhlich den Bart gewischt!" Da waren denn freilich die Anderen ruhig und guckten sich verlegen um. Und da



fiel ihr Blick auf ein kleines Hühnerseelchen, welches sich in diesen vornehmen Kreis gewagt hatte. Und froh, einen Ausweg aus ihrer Verlegenheit gefunden zu haben, fuhren sie das kleine Hühnchen an und fragten es patzig, wer denn eigentlich seinen lumpigen Leichnam gegessen hätte. "Ach," sagte verschüchtert das Hühnchen, "mich assen zwei junge Leute. Die drückten sich immer die Hand und guckten sich in die Augen. Und als sie fertig waren, sagte 'Er' zärtlich zu seiner Genossin: 'Nun, Schatz, hat Dir der Kalbsbraten gut geschmeckt?'" In dem Moment kam der Vogelhimmel Petrus und jagte die Streitenden auseinander.

(2.) *Wessen Fleisch*: Decline the word of which *wessen* is the genitive.

(3.) *Wurde*: Illustrate by examples (which must be translated) the uses of *werden* and its parts. Use the third person singular of each tense.

(4.) *Die drückten sich*; *In dem Moment*: What parts of a speech are *die* and *dem*? Could you use any different words to express the same meaning?

(5.) *Hätte*: Classify the uses of the subjunctive in German.

III. Translate into German, using German handwriting if you can:—

A well-known doctor was walking through the streets of Edinburgh on the occasion of some illuminations when he observed a young rascal of twelve years of age breaking every window he could reach, as if he were doing the most commendable action. The doctor seized him by the collar, and asked what he meant by destroying other people's windows. "It is all for the good of the trade," replied the young urchin; "I am a glazier." "All for the good of the trade, is it?" said the doctor, raising his stick and striking the boy on the head. "There, that's for the good of my trade; I am a surgeon." Hereupon the boy began to shout, and a number of his companions came running up. The doctor was obliged to retire hastily.

IV. Write in German a short essay, from fifteen to twenty lines in length, upon either The growth of German trade, or The recent illness of King Edward VII.

V. A has written to ask B to stay with him in the country for a fortnight; put B's answer into German:—

"DEAR A,—Many thanks for your kind invitation. I hope to be able to come to you next Monday. I shall travel by the 11.30 a.m. express, and should arrive about 4 p.m. If you cannot meet me yourself, will you kindly let the driver of the coach know when I am coming. Kindest regards.—Yours very truly, B."

*Maori.—For Civil Service Junior. Time allowed: Three hours.*

1. Give the plurals of *tamaiti pai*, *taua*, *tera*, *tenei*, *tetahi*, and *te*. Give also the comparative of *kino* and the superlative of *reka*. Give Maori and English in each case.

2. Translate into Maori:—

I strike. He struck me. You have many friends. Where is the man that will paddle my canoe? Do not pull down my fence. Where is John? I do not know. Which is the right road? There are one hundred and one sheep on the hill yonder.

3. Translate into English:—

Haere mai. Homai he kai maku. Ehara a Hohepa i te tangata kaha. Ko tona kainga tonu ko Tautoro. E tangi tonu ana te tamaiti.

4. Write a letter in Maori expressing satisfaction at the recovery of His Majesty the King. Translate your letter into English.

5. Translate the following into Maori:—

When Willie was quite a little boy he was not very strong, so he was sent down to stay at the seaside with old Mrs. Green, who used to be his father's nurse. How he did enjoy himself! Mr. Green was a fisherman, and used to take Willie out with him in his boat, until at last Willie grew to be quite a little sailor. When he came home again his father cried, "Why, what little boy is this? I left a pale, white little Willie at the seaside, and here is a brown, sun-burnt Willie come back; somebody must have changed them." "It was Mr. Sun and Mr. Sea, father," said Willie, "and Mr. and Mrs. Green, too, I think." Now Willie is quite strong and big, and very fond of playing at leap-frog; but he will never forget his visit to the seaside.

6. Translate the following into English:—

I te 27 o nga ra o Mei, 1874, ka haere maua ko W. K. Makarini kia kite i a Paraikete, he Maori no Niu Tireni taua tangata, no Ngatiraukawa. I whakahua hoki au i etahi rangatira o reira, i a Matene te Whiwhi, i a Tamihana te Rauparaha, whakaae mai ana, me tana whakahua mai i etahi tangata o reira. He tangata ia e manaakitia ana e te Pakeha. Ko taua tangata ka toru tekau ona tau ki tenei whenua. Kua Pakehatia tona waha; engari ko tona reo Maori kei te mau tonu. Ko te tangata tenei i haere ki te moana, me ona hoa Pakeha toko-toru, ki te hi ika. No to ratou tahuritanga ka karanga mai ona hoa Pakeha ko nga hoe o te poti hei a ia; ko ia kia kaha ki te kau ki uta kia ora ko ia, no te mea he kaumatua ia, ko ratou he tamariki, me kau noa atu ratou, te mate noa ai. Katahi ia ka mea atu ki a ratou. "Ko koutou kia kaha te kau ki uta, he taitamariki hoki koutou, he wahine a koutou kei uta, he tamariki, Te mate noa ake ai au, he kaumatua; kaore aku wahine me aku tamariki." Katahi ka whakamaui e ia nga hoe o te poti ki ona hoa hei huarahi mo raua ki uta. Ka kau karapiti (*side by side*) tetahi tokorua, ka kau ke ko tetahi. Ko tera i mate, ka ora ko tera tokorua, i u ki uta me ia (Paraikete) hoki. I whakaaturia ai tenei, ko te mohio o taua tangata ki te whakahoki i nga kupu a ona hoa Pakeha ki a ia.—*Extract from Journal of Major Ropata Wahawaha.*

*Maori.—For Civil Service Senior. Time allowed: Three hours.*

1. Frame sentences in which you use the passive forms of the following verbs, and translate the sentences into English: Horo, hua, whakapai, tiro, tapiri, whakato.

2. Translate the following into Maori:—

I have it. I go yonder. How many people are there at your settlement? Where is the man who will go as my companion? Now, for the first time, I see how clever you are. You have not yet discovered all that is to be known about this matter. He went to Makara by way of Karori.

3. Translate the following into English:—

Nonahea koutou nei i u mai ai? Kaore he tangata hei pikau i te kete taewa. Po hia koutou i te ara? "Po toru." Kua poto nga mea o runga o te waka te mau mai. Karangatia katoatia mai nga tamariki.

4. Write a letter in Maori expressing your regret at your inability to attend a meeting on a certain date, at which meeting you have been invited to discuss the sale of a piece of land. Supply an English translation of your letter.

5. Translate into Maori:—

#### NOHO-AWATEA.

*Hongi goes to Waikato after Ngatiwhatua, 1825.*

Our *taua* started from Hokianga Heads, but in the meantime Rewharewha had heard of our coming and had retreated to Waikato. Whilst we came by the West Coast and Kaipara, Hongi came in his canoes by the East Coast, and on our arrival at Waitemata found that Rewharewha had gone to Waikato. Hongi then sent out spies to Waikato to see where the people had fled to, who brought news that Rewharewha and those with him were making for Te Rauroha's *pa*, for fear they should be caught by Ngapuhi and eaten. Hongi's army then advanced up the Waikato, and on the way he made overtures to the Ngati-te-Ata tribe (of Waiuku; but they were not living there at the time) to come and help them. [The account does not say whether they consented or not.] The army then went on until they arrived at Otawhao, but Ngatiwhatua had left there and returned northwards to Nohoawatea, where we followed them and danced a war-dance, joined in by all Ngapuhi outside the *pa*. We then said to the people of Te Rauroha's *pa* that they should send Rewharewha and his people outside, because they were Ngati-whatua. Then Rewharewha advanced outside the *pa* towards us; it was probably an act of desperation (*whakamomori*) on his part, in order that he might be killed by us. He shouted out the name of Hongi Hika, possibly thinking that he might thus be saved by Hongi; but by the time Hongi reached the front before the *pa* Rewharewha was already killed. He had attacked Nga-puhi first, but he did not die without reason, for he was pierced by five spears before he fell. Then Nga-puhi assaulted the *pa* and took it, driving Ngati-whatua out, and making a great slaughter of the people, many of whom were afterwards eaten. Pomare's daughter, who was with the *taua*, saved a child of the Ngati-whatua alive, and many of that people were enslaved and taken back to their homes by Nga-puhi.

#### KAHUKURA RAUA KO TOI.

6. Translate into English the following account of how the kumara was brought to New Zealand (Ngatiporou version):—

Ka korero tupua ahau mo nga ritenga o ta korua taonga e takoto nei, koia tenei, heoi me ata whakamarama ko Toi ma nga tangata i rokohanga mai e Kahukura i uta nei e noho ana, a ka taka a Toi i te kai ma Kahukura raua ko tona hoa, ko te kai, he ti, he ponga, he aruhe: ka kai a Kahukura raua ko tona hoa, a ka mutu, ka taka hoki e Kahukura he kai ma Toi ara ma te tangata whenua a ka whakahoroa nga kao i roto i te tatua o tona hoa o Rongo-i-amo, hokowhitu nga ipu, a ka hoatu ma Toi ma ratou ko ana tamariki, te tunga ano ki te aroaro o Toi ka puta atu te kakara ki tona ihu, a tana kainga kua reka ki te waha. Katahi a Toi ka patai ki a Kahukura ka mea atu "He aha te ingoa o te kai nei?" Ka ki atu a Kahukura "He kumara." Ka ki atu a Toi "Kaore pea e taea te mau mai i tenei kai ki konei." Ka ki atu a Kahukura "Ka taea ano." Ka ui ano a Toi ki a ia, ka mea, "Me pehea e taea ai?" Ka ki atu a Kahukura "He aha oti tenei e tawharau nei?" Ka ki atu a Toi "He waka" ka ki atu a Kahukura "kati ra ma kona ka taea te tiki." Ko taua waka ko Horouta te ingoa na Toi ratou ko ana tamariki me tona iwi, katahi ka whakaaetia kia tikina te kumara i Hawaiki. I te po ka nohoia a-wharetia ara ka runangatia, a ka tonoa nga atua hei puru i nga hau me nga tuatea o te moana, a hei awahi i te waka, hei whakamama, hei hoe hoki kia tere ai. Katahi ka toia a Horouta ki te wai ka utaina nga kai-hoe, hokowhitu ki tetahi taha, hokowhitu ki tetahi taha, a ka eke ano a Kahukura ki runga ki taua waka, a ka hoe i te waka ra ki Hawaiki ka tikina he kumara; tae rawa atu te waka ra ki Hawaiki kua oti ke te kumara te hauhake kua takoto ke ki te rua, katahi ka tapahia e Kahukura i te pari o Hawaiki, a ka karakiatia e ia kia horo iho ai, ka horo te pari o Hawaiki, ara te kumara, horo tonu iho ki runga ki te waka ra ki a Horouta, katahi ka karakiatia ano e Kahukura kia mutu te horo iho o te kumara, mutu tonu iho o te kumara, kua tomo hoki a Horouta i te kai ra i te kumara, a ka whai turetia e nga tohunga kia kaua e utaina mai he kai ke atu i te kumara ki taua waka ra, he tapu hoki no te waka ra i te kumara. Ko Kahukura i noho atu i Hawaiki, ka hoe mai te waka ra a ka u ki Ahuahu.

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

A. All the work by which a result is obtained must be clearly shown, as no credit can be allowed for any result, however correct it may be, unless the method of obtaining it is given.

B. 1 metre = 39·37 inches. 1 chain = 66 feet. 1 cubic foot of water weighs 62·3 pounds. 1 cubic foot of lead weighs 708 pounds.

1. What is the greatest number of five digits, and what is the least, that is exactly divisible by 61?

2. Reduce to the simplest form as a mixed number :—

$$(a.) \frac{2\frac{1}{2} - \frac{2}{3} \text{ of } 1\frac{2}{3}}{\frac{1}{2} \text{ of } 3\frac{1}{2} + \frac{1}{4}} \div \frac{2\frac{1}{2} - \frac{1}{3} \div \frac{1}{12}}{1\frac{1}{2} \text{ of } 8\frac{1}{2}} + \frac{1}{1 + \frac{1}{16}}$$

$$(b.) \frac{0.17 + 0.65\bar{3}}{0.247 \div 2.21} \text{ of } 7.68$$

3. Gold is 19.3 times and copper 8.62 times as heavy as water. How many times as heavy as water is a mixture of 11 parts of gold and 1 part of copper?

4. Find the length, in links, of the side of a square field whose area is 1 acre 2 roods 7 poles.

5. In a race of a hundred yards, A can beat B by 4 yards and A can beat C by 10 yards. By how many yards will B beat C in a hundred yards?

6. Find how many hundredweights of lead will be required to cover an area 25 feet long and 18 feet 8 inches wide with a sheet of lead one-fifth of an inch thick.

7. Seventy-five per cent. of the area of a farm is arable, eighty-five per cent. of the remainder is pasture, and the rest is waste land. If the area of the waste land is 9 acres, what is the area of the farm?

8. Find, as the decimal of a ton, the weight of a cubic metre of water.

9. The diameter of the fore wheel of a wagon is 3 feet 6 inches, and that of the hind wheel is 6 feet 5 inches. If two nails, one on the outside of each wheel, touch the ground together, in how many seconds (correct to two places of decimals) will they do so again if the wagon travels at the rate of 3 miles an hour?

10. On the New Zealand railways each passenger is allowed to take a certain weight of luggage free of charge. Two passengers travelling from Wellington to Napier have between them 6 cwt. of luggage, and are charged £1 5s. and 15s. respectively for the excess above the weight allowed free. If one passenger had travelled with the same weight of luggage he would have been charged £2 10s. How much luggage is allowed to each passenger free of charge?

Arithmetic.—For Class D. Time allowed : Three hours.

[NOTE.—The full working of the questions must in all cases be given.]

1. To what uniform depth must a piece of ground 414 yards long and 37 yards wide be excavated that the earth taken out may form an embankment containing 25,530 cubic yards, supposing the earth to be increased one-ninth in volume by the removal?

2. Subtract  $\frac{1}{3}$  of  $\frac{3\frac{3}{4}}{\frac{1}{4} \text{ of } 33\frac{3}{4}} + \frac{1}{2}$  of  $\frac{\frac{2}{3}}{1 + \frac{2}{16}} + \frac{\frac{3}{8} \times \frac{1}{12}}{\frac{1}{6} \text{ of } 7\frac{1}{2}}$  from 101 times the sum of  $\frac{3}{10}$  and  $\frac{1}{2}$  of  $\frac{7}{15}$  of  $\frac{7}{20}$

3. A, B, and C are partners, and share the profits in proportion to the amount of capital each has invested; A receives one-fifth of the total profits, and his income is diminished £40 by a fall of  $\frac{1}{2}$  per cent. in the rate of profit; B receives twice as much as C: find the capital of C.

4. Define a decimal. What are the advantages to be gained by the substitution of a decimal system for the present Imperial system of weights and measures?

5. Having given that 1 metre = 1.09363 yards, express 1 yard 0 feet 3.1393 inches as the decimal of a metre, correct to five places.

6. Reduce to a single decimal  $\frac{0.04275}{3.05} \times \frac{4.216}{0.342} \times \frac{2.7}{1.5318}$

7. The sum of £327 is borrowed at the beginning of the year at a certain rate of interest, and after nine months £400 more is borrowed at double the rate: if at the end of the year the interest on both sums amounts to £13 3s. 6d., find the rate at which the first sum was borrowed.

8. A field is 300 yards long and 200 yards broad: find the distance from corner to corner. Also, if a belt of trees 30 yards wide be planted round the field, find in acres, &c., the area of the interior space.

9. When the 3-per-cents are at 91 $\frac{1}{2}$ , and the 3 $\frac{1}{2}$ -per-cents at 96 $\frac{1}{2}$ , a man has a sum of money to invest which will give him £1,930 of the former stock: what would be his income if he were to invest the same sum in the latter stock?

10. If the coalfields of Great Britain, containing 8,139 square miles, be represented by a square inch, find, correct to two places of decimals, the length of the side of a square which shall represent on the same scale the coalfields of the United States, estimated to contain 133,132 square miles.

11. If a person's salary be paid at the beginning instead of at the end of the month, by how much ought the month's salary to be reduced, reckoning interest at 4 $\frac{1}{2}$  per cent. per annum?

12. Incomes below £150 a year being subject to an income-tax of 5d. in the pound, and incomes above £150 to a tax of 7d. in the pound, find what income above £150 a man must have that, after paying income-tax, he may be 7 $\frac{1}{2}$ d. poorer than a man whose gross income is £149 10s.

Arithmetic and Algebra.—For Civil Service Senior. Time allowed : Three hours.

1. Divide 23.41 by 798.63 correctly to 6 places of decimals by the shortest method you know.

Reduce  $\frac{3\frac{5}{11}}{1\frac{1}{11}}$  to a decimal.

Find the value of 0.175 of a ton + 0.16 of a hundredweight + 0.24 of a quarter.

2. Find the square root of 29506624, the cube root of 1.027243729, and the value of  $3\sqrt{2+2\sqrt{3}}$  to 3 places of decimals.

3. Assuming that a gallon of water weighs 10 pounds avoirdupois, and that one cubic centimetre of water weighs 15.432 grains, find the number of cubic centimetres in 192 gallons 3 quarts  $1\frac{1}{2}$  pints.

4. Find the present worth of £1,000 due 3 years hence at 5 per cent. compound interest.

5. Divide  $x^4 - \frac{5}{3}x^3 + \frac{13}{9}x^2 - \frac{5}{9}x + \frac{1}{3}$  by  $x^2 - \frac{1}{2}x + \frac{1}{4}$

Find without division the remainder when  $x^4 - 3x^3 + 2x^2 - 5x + 6$  is divided by  $x + 10$

6. Find the value of  $(a+b+c)(a+b-c)(b+c-a)(a+c-b)$  when  $a = n^2 - 1$ ,  $b = 2n$ ,  $c = n^2 + 1$

7. Simplify—

$$(1.) \left( \frac{x-y}{x+y} - \frac{x^3-y^3}{x^3+y^3} \right) \left( \frac{x+y}{x-y} + \frac{x^3+y^3}{x^3-y^3} \right)$$

$$(2.) \left\{ \left(1 + \frac{a}{b}\right)^m \left(1 - \frac{b}{a}\right)^n \right\} \div \left\{ \left(1 + \frac{b}{a}\right)^m \left(1 - \frac{a}{b}\right)^n \right\}$$

8. If  $a+c = \frac{b}{x} - dx$ , and  $a-c = \frac{d}{x} - bx$ , prove that  $\frac{c^2}{(b-d)^2} - \frac{a^2}{(b+d)^2} = 1$ .

9. Solve the equations—

$$(1.) \frac{11}{12x+11} + \frac{5}{6x+5} = \frac{7}{4x+7}$$

$$(2.) \sqrt{x^2 - 3x + 3} - 3x + 3 = 1$$

$$(3.) \begin{cases} x^2 + y^2 + 2(x+y) = 11 \\ 3xy = 2(x+y) \end{cases}$$

10. Solve the equation  $x^2 + px + q = 0$

Find the sum and the product of the roots, and show what condition must be fulfilled in order that the roots may be real quantities,  $p$  and  $q$  being real.

Form the equation whose roots are  $3 + \sqrt{5}$ ,  $3 - \sqrt{5}$

11. A man buys a number of sheep for £75, keeps 20 sheep, and sells the remainder for £68, getting two shillings a head more for them than the original price. How many sheep did he buy?

12. A sets out to walk from P to Q half an hour after B, overtakes B half-way between P and Q, and arrives at Q at 2 p.m. After resting  $7\frac{1}{2}$  minutes he sets out on his return and meets B in 10 minutes more. At what o'clock did A start from P?

*Algebra.—For Class D. Time allowed: Three hours.*

1. Find the value of  $\frac{(ab+cd)^2 + (ac-bd)^2}{(ad+bc)^2 + (ad-bc)^2} \div \frac{(a^2+d^2)(b^2+c^2)}{2(a^2d^2+b^2c^2)}$  when  $a = -2$ ,  $b = -1$ ,  $c = 1$ ,  $d = 2$

2. Add together  $x^2 + y^2 - (x^2 - y^2) + y^2 - x^2$  and  $x^2 - y^2 + [-3x^2 - 2y^2 - (2x^2 - 3y^2)]$

3. Multiply  $4a^4b^2 + ab - 2a^7b^3$  by  $3a^3b^2 - a^5b^3 - 5a^6b^4$

4. Divide  $81x^8 - 16y^8$  by  $27x^6 + 18x^4y^2 + 12x^2y^4 + 8y^6$

5. Prove without actual division that  $x^8y^5 + y^8z^5 + z^8x^5 - x^5y^8 - y^5z^8 - z^5x^8$  is exactly divisible by  $(x-y)(y-z)(z-x)$

6. Find the factors of—

$$(1.) x^6 + 64$$

$$(2.) b^2 - c^2 + a(a - 2b)$$

$$(3.) 7a^2x^2 + 49a^2x + 84a$$

7. Simplify—

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

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

8. When  $x = \frac{a-b}{a+b}$ ,  $y = \frac{b-c}{b+c}$ , and  $z = \frac{c-a}{c+a}$ , prove that  $(1+x)(1+y)(1+z) = (1-x)(1-y)(1-z)$

9. Simplify  $\frac{x(x+y)}{(x-y)(x-z)} + \frac{y(y+z)}{(y-z)(y-x)} + \frac{z(z+x)}{(z-x)(z-y)}$

10. Solve the equations—

$$(1.) a(x-b) - b(x-a) + c(x-a-b) = (a-b)(a+b+c) + c^2$$

$$(2.) \begin{cases} x+ay+a^2=0 \\ x+by+b^2=0 \end{cases}$$

$$(3.) \frac{5}{(x-1)(x+2)} - \frac{2}{x^2-x-2} = \frac{8}{x^2-1} - \frac{5}{x^2-4}$$

11. One barrel contained 48 gallons and another 88 quarts of wine. From the first twice as much wine was drawn as from the second, and the first then contained three times as much wine as the second. How much wine was drawn from each?

12. A number of three digits is in value between 400 and 500, and the sum of its digits is 9. If the digits be reversed, the resulting number will be  $\frac{3}{7}$  of the original number. What is the number?

*Elementary Mathematics.—For Civil Service Junior. Time allowed: Three hours.*

1. Simplify  $[(3a^6) \times (-2c)^2] \div [(a^2c)^2 \times (\frac{a}{c})^3]$

Each step in the working must be accompanied by a reference to the fundamental law of algebra on which it depends.

2. Multiply  $x^4 + 2x^3 + x^2 - 4x - 11$  by  $x^2 - 2x + 3$ , and find the value of  $k$  in order that  $x^4 - 5x^2 + 4x - k$  may be divisible by  $2x + 1$

3. Find the factors of—

(i.)  $2ax - 3cy - 2ay + 3cx$

(ii.)  $x^2 + 8x + 15$

(iii.)  $5x^2 - 6xy - 8y^2$

(iv.)  $4a^2c^2 - (a^2 - b^2 + c^2)^2$

and calculate  $[(37655)^2 - (37649)^2] \div 24$

4. A clock that gains three minutes a day is set right at 10 a.m. on Sunday. What is the true time when this clock indicates 4 p.m. on the following Wednesday?

5. Solve the equations:—

(i.)  $\frac{1}{2}(x+5) - \frac{1}{3}x = \frac{1}{4}(3x-1) + 1$

(ii.)  $\begin{cases} 3x + 4y = 24 \\ 5x - 6y = 2 \end{cases}$

(iii.)  $\begin{cases} \frac{7+x}{5} - \frac{2x-y}{4} = 3y-5 \\ \frac{4x-3}{6} + \frac{5y-7}{2} = 18-5x \end{cases}$

What do you know of the graphical method of solving simultaneous equations?

6. If two angles of a triangle be equal to each other, then the sides that are opposite to the equal angles shall be equal to each other.

Describe some simple method of calculating the height of a tree, and point out the propositions of Euclid that are involved in the method.

7. If the square described on one side of a triangle be equal to the sum of the squares described on the other two sides, then the angle contained by these two sides shall be a right angle.

Prove that a triangle whose sides are 3, 4, and 5 feet long is right-angled. Mention any practical methods of drawing a right angle, and explain them by means of Euclid's propositions.

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

9. Through two given points, one in each of two parallel straight lines, draw two lines so as to form a rhombus with the two given lines.

*Euclid.—For Class D. Time allowed: Three hours.*

1. Distinguish between a plane angle and a plane rectilineal angle. Define a circle. Give Euclid's classification of triangles.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have also the angles contained by those sides equal, the two triangles are equal in all respects.

3. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

4. State and prove the properties of the angles made by two parallel straight lines with any third straight line intersecting them.

5. Show that parallelograms on equal bases and between the same parallels are equal in area.

6. What is meant by a parallelogram described about the diagonal of another parallelogram? Prove that a parallelogram about a diagonal of a square is itself a square.

7. Prove that, if a straight line be divided into any two parts, the sum of the squares on the whole line and on one of the parts is equal to twice the rectangle contained by the whole line and that part together with the square on the other part.

8. Show how to construct a triangle, having given the perimeter and each of the angles at the base.

9. Show how to draw through a given point P a straight line such that the part of it intercepted between two given lines AB, AC may be bisected at P.

10. Prove that, in any triangle ABC, the sum of the sides AB, AC is greater than twice the median AX.

11. The triangle ABC has the angle BAC a right angle: prove that four times the sum of the squares on the medians BE and CF is equal to five times the square on BC.

*Euclid and Trigonometry.—For Civil Service Senior. Time allowed: Three hours.*

1. To a given straight line apply a parallelogram equal to a given triangle and having an angle equal to a given rectilineal angle.

2. Bisect a triangle by a line drawn from a given point in one of the sides.

3. The squares on the sides of a parallelogram are together equal to the squares on the diagonals.

4. If two straight lines cut one another in a circle the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

5. Describe a circle about a given triangle.

A circle is described about an equilateral triangle ABC, and P is any point in the circumference on the side of BC remote from A: prove  $PA = PB + PC$ .

6. A straight line drawn parallel to the base of a triangle cuts the two sides proportionally. In the sides AC, BC of a triangle ABC, points D and E are taken so that  $AD = \frac{1}{4} AC$  and  $BE = \frac{1}{4} BC$ . Show that DE is parallel to AB and that  $DE = \frac{3}{4} AB$ . What is the ratio of the area of the triangle CDE to the area of the triangle ABC?

7. Explain clearly the two statements  $\pi = \frac{2\pi}{7}$  and  $\pi = 180^\circ$ .

Find the values of  $\cos 2\theta$  and  $\cos 3\theta$  in terms of  $\cos \theta$ .

Find the values of  $\tan 30^\circ$ ,  $\tan 45^\circ$ ,  $\tan 75^\circ$ ,  $\tan 15^\circ$ , and  $\sin 18^\circ$ .

8. Prove—

$$(a.) \frac{\sin A \sin 2A + \sin 2A \sin 5A + \sin 3A \sin 10A}{\sin A \cos 2A + \sin 2A \cos 5A + \sin 3A \cos 10A} = \tan 7A.$$

$$(b.) \sin A + \sin B + \sin C = 4 \cos \frac{A}{2} \cos \frac{B}{2} \cos \frac{C}{2}, \text{ (A, B, and C being the angles of a triangle).}$$

9. Find all the values of  $\theta$  which satisfy the equation  $(1 - \tan \theta)(1 + \sin 2\theta) = 1 + \tan \theta$ .

10. Prove  $\log a^x = x \log a$ .

Given  $\log_{10} 2 = 0.3010300$ ,  $\log_{10} 3 = 0.4771213$ , find in how many years a sum of money will treble itself at 8 per cent. compound interest.

11. The sides of a triangle are 7, 8, 9: find the smallest angle—

$$\text{Given } L \tan 24^\circ 5' = 9.6502809$$

$$L \tan 24^\circ 6' = 9.6506199$$

$$\log 2 = 0.3010300.$$

12. A column 200 feet high supporting a statue 30 feet high stands on the bank of a river. To an observer immediately opposite on the other side of the river the statue subtends the same angle as a man 6 feet high standing at the base of the column. Find the breadth of the river.

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

[Draw diagrams wherever you can do so.]

1. Explain mass, weight, force, energy, momentum, specific gravity.

2. A stone is dropped into a well, and after 3 seconds it is observed to strike the water: find the depth of the surface of the water.

3. Show how to find the magnitude and position of the resultant of two parallel forces.

A uniform bar of iron 5 feet long and weighing 4 pounds has a weight of 6 pounds suspended from one extremity: find the point about which it will balance.

If instead of the weight of 6 pounds, weights of 1, 2, 3, and 4 pounds were suspended 1, 2, 3, and 4 feet respectively from one end, about what point would it balance?

4. Find the centre of gravity of a triangular board, and show that it is the same as the centre of gravity of three equal weights placed at the angles of the triangle.

5. A cylinder whose base is a circle 1 foot in diameter, and whose height is 3 feet, rests on a horizontal plane with its axis vertical: find how high one edge of the base can be raised without causing the cylinder to turn over.

6. In the system of pulleys in which all the pulleys are arranged in two blocks, one block fixed and the other movable, the same string going round all the pulleys, and all parts of the string between the blocks being parallel, find the number of pulleys at the lower block if 12 stone will sustain 18 hundredweight.

7. Prove that the pressure at any point in a fluid varies as the depth below the surface, the pressure at the surface being neglected.

If the atmospheric pressure is 15 pounds on the square inch, find the pressure at a point 20 feet below the surface of water, assuming the weight of a cubic foot of water to be 1,000 ounces.

8. State and show how to prove practically the principle of Archimedes.

9. Explain the action of the common air-pump.

10. A piece of copper weighs in air 88 ounces; if immersed in water it weighs 78 ounces, and in alcohol 80 ounces. Neglecting the weight of air, find (1) the specific gravity of copper, (2) the specific gravity of alcohol.

*Theoretical Mechanics.—For Civil Service Senior. Time allowed: Three hours.*

[Draw diagrams in all cases where possible.]

1. A mass of 4 pounds starts from rest and moves with a uniformly increasing velocity. At the end of 6 seconds its velocity is 30 feet a second. Find its momentum, its kinetic energy, and the force which acted on it.

2. Explain the action of Atwood's machine, and show by an arithmetical example how to use it to calculate the value of  $g$ .

3. If eight forces acting on a particle be represented in magnitude and direction by the straight line drawn from the angular points of a quadrilateral to the middle points of the opposite sides, prove that they will form a system in equilibrium.

4. A line is drawn parallel to a diagonal of a square cutting off a quarter of the square. Find the distance of the centre of gravity of the remainder from the centre of gravity of the square.

5. The sides of a triangle are 3, 4, and 5 feet in length, and along them in order act forces of 6, 7, and 8 pounds respectively. Find the magnitude and direction of the resultant.

6. Find the ratio of the power to the weight in the wheel and axle. If the wheel is replaced by a square frame having a side of 32 inches, the axle being round, and its diameter 8 inches, find the position of equilibrium when the weight is 10 pounds and the power 2 pounds.

7. Explain the principle of the pendulum. How may the pendulum be used to calculate the value of  $g$ ? If a pendulum 39.2 inches long ticks seconds—that is, its period is 2 seconds—find  $g$ . [Take  $\pi$  as equal to  $\frac{22}{7}$ .]

8. One end of a uniform rod is attached to a hinge, and the other is supported by a string attached to the extremity of the rod and inclined to the horizontal at the same angle ( $45^\circ$ ) as the rod is. If  $W$  be the weight of the rod, find the amount and the direction of the strain on the hinge.

9. Describe the construction and use of the mercurial barometer. When the mercurial barometer stands at 29.5 inches find the pressure on a square yard. (The specific gravity of mercury is 13.6). Also find the height to which a common pump can lift water when the mercurial barometer stands at 28 inches.

10. State Boyle's law, and describe experiments to prove it. A cylindrical vessel the capacity of which is 1,200 cubic feet, open at one end, is forced under water until the surface of the water within it is 68 feet below the surface of the water in which it is immersed. Find the volume of air in the vessel when the mercurial barometer stands at 30 inches.

*Physics.—For Class D. Time allowed: Three hours.*

1. Explain any method whereby you could ascertain the frequency of vibration of a tuning-fork.

2. How would you arrange an experiment to show the relation between the pitch of a note and the length and tension of the string producing the note?

3. It is often stated that light travels in straight lines. Can the accuracy of this statement be tested experimentally? Do you regard the statement as absolutely correct? if not, how would you modify it?

4. Describe two experiments which illustrate the fact that white light is not homogeneous.

5. Distinguish between conduction, convection, and radiation of heat. How do you explain the fact that a thermometer with a blackened bulb indicates a different temperature when exposed to the sun's rays from that which a common thermometer would indicate?

6. Define the terms "coefficient of linear expansion" and "latent heat of fusion." How would you determine the coefficient of linear expansion of copper?

A brass cylinder whose volume is 1 litre and diameter 8 centimetres at  $0^\circ$  C. is heated to  $100^\circ$ . If the coefficient of linear expansion of brass is 0.00002, what is the new volume and diameter of the cylinder?

7. Explain clearly the construction and mode of action of the gold-leaf electroscope, and of the Leyden jar.

8. The two ends of a small coil of insulated wire are passed through a large flat cork and soldered respectively to a plate of zinc and to a plate of copper, and the apparatus is then floated with the plates downwards in a basin of dilute sulphuric acid: what position relative to the magnetic meridian would you expect the coil to take up? Give reasons for your answer.

*Sound, Light, Heat.—For Civil Service Junior. Time allowed: Three hours.*

1. Explain clearly any method whereby the velocity of sound in air and in hydrogen may be compared. What effect does a rise of temperature produce on the velocity of sound in air?

2. In what respects may musical sounds differ from one another? Explain these differences.

3. Describe two methods whereby the intensity of the illumination from two sources of light may be compared. A standard candle and a gas flame of nine-candle power are placed 10 feet apart, and a paper spotted with oil is placed between them in such a position that the grease spot becomes invisible. What is the distance of the paper from the gas flame?

4. State the laws of the reflection of light. How may they be applied to the deduction of the position of the principal focus of a spherical concave mirror?

5. Explain the meanings of the terms "refractive index" and "critical angle." Show that from a measurement of the critical angle the refractive index may be ascertained at once.

6. Two metals have specific gravities of 9.8 and 10 at  $0^\circ$  C. The coefficient of linear expansion of the former is 0.00003, of the latter 0.00001. At what temperature will the metals have the same density?

7. Define the terms unit quantity of heat, specific heat, latent heat of fusion. How would you attempt to determine the latent heat of vaporisation of water?

*Magnetism and Electricity.—For Civil Service Junior. Time allowed: Three hours.*

1. Describe and explain the behaviour of a dipping-needle as the frame which supports it is turned round a vertical axis. What do you understand by the magnetic meridian at a given place?

2. Mention the various methods whereby a steel bar may be magnetized and demagnetized.

3. State the laws of electrical attraction. How can they be shown to be true?

4. What is an electroscope? Describe a convenient form of electroscope, and explain how you would use it to determine the sign of the electrification of a charged conductor.

5. What properties are observed in a wire through which an electric current is flowing? Which of these properties are made use of in the practical measurement of current?

6. Describe the construction of the Daniell cell and the Leclanché cell, and indicate the advantages and disadvantages of each.

7. Give a short account of the phenomenon known as electrolysis.

*Magnetism and Electricity.—For Civil Service Senior. Time allowed: Three hours.*

1. Explain carefully how the method of oscillations may be employed for determining the intensity of the earth's magnetism as compared with that of a bar magnet at the same place.
2. Point out clearly the difficulties which are met with in attempting to make an accurate dip measurement. How are the difficulties overcome in practice?
3. Give an account of Faraday's ice-pail experiment, and indicate to what conclusions it leads.
4. Describe the construction of a tangent galvanometer. How would you calibrate the instrument so that its readings might indicate amperes directly?
5. What do you understand by electromotive force? Distinguish between the total and the available E.M.F. of a battery. The terminals of a battery of E.M.F. 4 volts and resistance 3 ohms are joined by a wire of resistance 9 ohms: by how much is their difference of potential altered?
6. Explain the construction and use of Wheatstone's bridge. How would you test the accuracy of the instrument?
7. What apparent resemblances and what differences are there between an electric current and a current of water?
8. State Joule's law. How would you attempt to prove the law experimentally?

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

1. How would you prepare a sample of pure dry nitrogen? Sketch the apparatus you would employ. How would you prove that nitrogen and hydrogen are both constituents of nitric acid?
2. In what respects do metals as a class differ from non-metals?
3. Give an account of the properties of chlorine and of hydrochloric acid, and explain how the percentage of chlorine in hydrochloric acid can be determined experimentally.
4. Point out clearly the difference between an oxidizing and a reducing agent. Show by typical reactions to which class each of the substances carbon, sulphur dioxide, chlorine, nitric acid, and litharge is to be referred.
5. What weight of sulphur is contained in one litre of sulphur dioxide (measured at normal temperature and pressure), and what weight of sulphuric acid can be prepared from it?
6. Explain the terms—element, compound, acid, base, acid salt, and basic salt.
7. What do you know of the oxides of copper, lead, mercury, and zinc? How would you prepare each of these metals from its oxide?

*Chemistry.—For Civil Service Senior. Time allowed: Three hours.*

1. State the laws of Boyle and Charles, and point out to what extent these laws are to be regarded as rigidly true.
2. Explain what is meant by an atom and by a molecule. How would you ascertain experimentally the molecular weight of steam?
3. What is the commercial source of ammonia? Describe the properties of the compound. How can the composition of ammonia be determined?
4. How would you prepare pure samples of sulphuric and of phosphoric acid? Contrast the properties of these substances.
5. Calculate the volume of air required to burn completely 100 cubic feet of ethylene. What volume would the products of combustion occupy? (The pressure and temperature are supposed to remain constant during the experiment.)
6. Show by a comparison of their common salts that the derivatives of ammonium in many respects resemble the potassium salts more closely than the sodium salts do.
7. Give a short account of the chemistry of lead and of silver.
8. Describe a process whereby the percentage of carbon dioxide in a sample of air may be ascertained.

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

1. What do you understand by the term liquid air? State in general terms the method by which it may be obtained.
2. What are the laws of the diffusion of gases? Illustrate your answer by special reference to the diffusion of gases in respiration.
3. What simple experiments could you show to a class to demonstrate the pressure of the air?
4. How is sound transmitted? What is its velocity? Show how this may be ascertained.
5. Explain how a solar spectrum may be obtained. What are ultra-violet rays? How do they differ in their properties from visible rays?
6. How are ocean currents caused? Give illustrations to show the effect they have on climate.
7. Explain how a telegraphic message is transmitted from one place to another. What do you know of wireless telegraphy?
8. Give the chief properties of phosphorus, and explain how matches are made. How was fire obtained before the invention of matches?
9. Compare the three acids, sulphuric, nitric, and hydrochloric.
10. What is the normal temperature of the human body? How is this temperature maintained and regulated?



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

1. How do you explain the fact that only a small horizontal force is required to prevent a heavy sphere from rolling down a gently inclined plane?
2. A piece of cork weighed in air 15 grams; in water, with a sinker attached, it weighed apparently nothing; the weight of the sinker alone in water was 5 grams. What was the specific gravity of the cork?
3. What is meant by a sound wave? Explain the terms amplitude, length, and phase, as applied to sound waves.
4. Define the terms principal focus and principal axis of a lens. An object is placed in the principal axis of a double convex lens at twice the focal distance from the lens. Show by a diagram the position of the image. Will the image be real or virtual?
5. Describe any simple experiment which you would show in order to demonstrate the great latent heat of vaporization of water.
6. A current from a battery is passed in succession through (a) a vertical coil of wire in the centre of which a magnetic needle is suspended, (b) a coil of wire surrounding a soft iron bar, (c) a coil of wire wrapped round the bulb of a thermometer, (d) a dilute solution of copper sulphate. Explain the effect produced in each case, and point out which of the observed phenomena are made use of for measuring the strength of electrical currents.
7. By what simple tests could you distinguish between (a) chlorine and hydrochloric acid, (b) the dioxides of sulphur and of carbon, (c) nitric and sulphuric acids?
8. Indicate by a sketch the position and shape of the lungs, liver, and kidneys in the human body. What do you believe to be the special functions of each of these organs?

*Botany.—For Civil Service Junior. Time allowed: Three hours.*

[N.B.—Illustrate your answers, wherever possible, by fully lettered diagrams.]

1. Describe the essential characters of a vegetable cell; and write an account of protoplasm.
2. From what sources, and by what organs, does a green plant obtain the chemical substances necessary for its nourishment? What are these substances?
3. Draw diagrams—fully lettered—of longitudinal and transverse sections through any flower you are familiar with. Explain briefly the functions of the various parts.
4. What do you understand by a "seed"? Of what parts does it consist, and how is it formed? Describe, so far as observation by the naked eye enables you to do, the series of events that occur after a seed is sown in a suitable medium.
5. Give some account of the various kinds of fruit met with in the *Rosaceae*. What purpose is served by succulence and by bright colours in fruits?
6. Enumerate the characters of the order *Compositae*. Mention and describe briefly some representatives of this order native to New Zealand.

*Biology.—For Class D. Time allowed: Three hours.*

[A candidate may not answer questions from both sections of the paper. All answers should be illustrated, where possible, by diagrams.]

## ANIMAL PHYSIOLOGY.

1. Give a description of the vertebral column.
2. Describe the mechanism of the process of respiration, and the chemical changes it brings about.
3. How many teeth has a grown-up man, and what differences do they present?
4. What is the general composition of the principal food-stuffs? Explain why a mixed diet is the best for man.
5. Give a description of the heart and its valves.
6. What are the effects of drinking water containing mineral and organic impurities? By what means may water be freed from these two kinds of impurities?
7. Describe the sympathetic nerve system, and state its functions.
8. Give an account of the papillae of the tongue, and say what influence the sense of smell has on that of taste.

## BOTANY.

1. What are the substances on which an ordinary green plant feeds, and how does the plant obtain them?
2. Describe the process of capturing insects by some insectivorous plant, and explain how the capture benefits the plant.
3. What is meant by floral diagrams? Give three examples.
4. Describe the difference in structure and in function between roots and underground stems.
5. Mention three different modifications of leaves, and explain their uses.
6. Describe the germination of the seed of a dicotyledonous plant, such as the bean.
7. What is meant by geotropism and by heliotropism? Give examples.
8. Give the characters of the flowers and fruit in the following orders: *Leguminosae*, *Geraniaceae*, *Iridaceae*, and *Cruciferae*.

*Elementary Physiology.—For Civil Service Junior. Time allowed: Three hours.*

[Illustrate your answers wherever possible by diagrams.]

1. Describe a typical vertebra, and show to what extent the first and second cervical vertebrae have been modified in, say, man.
2. Describe the heart of a rabbit, and explain how you would dissect it so as to show the more important parts.
3. What is meant by the pupil of the eye? Why does its size vary? Compare the pupil of the human eye with that of the cat's eye.
4. Describe a nerve cell and its processes. Draw a diagram of a transverse section of the spinal cord, and mark the places where the nerve cells are chiefly to be found.
5. Enumerate the organs in the abdominal cavity of a rabbit, and make a rough sketch to show their relative positions.
6. Explain how you would proceed to examine human blood with the microscope, and describe what you would see. Compare it with that of the frog.
7. Name the different classes of foods, and state approximately the quantity of each that should be taken daily by a labouring man.
8. What do you know of the structure and function of the skin?

*Physiology, and the Structure of the Body.—Civil Service Senior. Time allowed: Three hours.*

[Illustrate your answers wherever possible by diagrams.]

1. Compare the muscle fibres found in (a) the biceps muscle, (b) the wall of the small intestine, (c) the wall of the heart.
2. Explain carefully the various steps you would take in dissecting the eye of the ox or of the sheep.
3. What do you know of the thoracic duct?
4. Describe the general form and structure of a tooth, and state what you know of its development. Compare the permanent teeth of a rabbit with those of man.
5. Describe the minute structure of the kidney, explaining carefully which parts are the active excretory agents. What do you know of the composition of the excretion?
6. State what you know of the sympathetic nervous system. Discuss the questions of its functions and its connection with the central nervous system.
7. Describe fully the left auriculo-ventral valve of the sheep or any other mammal that you have dissected.
8. What is an enzyme? Name those enzymes that take part in the process of digestion, and explain carefully the action of each.
9. Describe the form, position, and structure of the cerebellum. What do you know of its functions?

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

1. What is meant by tuberculosis, and what are the principles underlying the open-air method of cure? Mention some place in New Zealand suitable for a sanatorium for tubercular patients, giving reasons for your selection.
2. What is the distinction usually given between a ferment and an enzyme? Mention the enzymes that take part in the digestion of food, and give the special action of each.
3. Give reasons why a mixed diet is necessary. Give the daily diet you would suggest for a labouring man.
4. State the principles that should guide the lighting of school rooms.
5. What is the composition of cow's milk? Compare milk and eggs as foods.
6. State exactly how you would (a) make scones, (b) roast a leg of mutton, (c) make a rice pudding.
7. What do you consider the best method of ventilating an ordinary sitting-room? Give reasons for your choice.
8. What are the chief sources of the materials used for clothing? In what respects is the colour of clothing of importance?
9. What are the points that have to be considered in providing a water supply for a town? Give examples showing how diseases may be spread by water.
10. State exactly how you would deal with an ordinary week's washing, giving any special treatment that may be necessary for (a) linen, (b) cotton, and (c) woollen goods.

*Elementary Knowledge of Agriculture.—For Class E. Time allowed: Three hours.*

1. What are the functions of the leaf of a typical flowering plant?
2. Discuss fully the importance of humus in soils.
3. Write a short paper on the use of lime in agriculture.
4. Discuss the several factors that determine the value of farm-yard manure.
5. Write a short article on the preparation of the soil for mangels, and on the cultivation and treatment of that crop, and the utilisation of it on the farm.
6. Write a short paper on basic slag, indicating its source of supply, its approximate composition, and its agricultural uses.
7. Give briefly the life history of summer rust in wheat.

*Elementary Knowledge of Agriculture.—For Class D. Time allowed: Three hours.*

1. Draw up a set of demonstrations which you would adopt in illustration of a lesson on the seeding of wheat, if a plot of land were available near the school.
2. Write an article on ergot.
3. Discuss nitrification in soils.
4. Give notes of a lesson on exhaustion of the soil.
5. Write a short article on bone manures.
6. Write a paper on the cultivation, treatment, and utilisation of rape.
7. If nitrate of soda 95 per cent. pure be worth £11 a ton, what is the value of nitrogen per unit? Show clearly how your result has been reached.

*General Agriculture.—For Civil Service Senior. Time allowed: Three hours.*

1. Discuss underground drainage as an improvement of land. Describe different methods practised. At how much an acre would you estimate the cost of tile draining? Show in detail how your estimate is made up.
2. Discuss the benefits of bare fallow. Is the practice of bare-fallowing justifiable in New Zealand? Argue the question.
3. Describe the preparation of the soil for a turnip crop. Give the characteristics of six good varieties of the turnip. Indicate the cultivation and treatment you would adopt for the crop.
4. Compare the merits of rape and thousand-headed kale as forage crops.
5. Discuss the general management of a dairy herd. Argue the merits of the breed of cows you prefer, as compared with other recognised dairy breeds.
6. In selecting a farm, how would you be guided in forming an opinion of the climate, the capacity of the soil, and the value of the land?
7. Give the characteristics of four of the best grasses for permanent pasture. State what seeds you would mix, and the quantity of each to the acre you would sow, for one year's mowing followed by two years' pasture.
8. Give the points of an English Leicester ram. Argue the merits of the breeds of sheep best adapted for breeding fat lambs.
9. Give the life history of the diamond-back moth.

*Agricultural Chemistry.—For Civil Service Senior. Time allowed: Three hours.*

1. State the chemical and the physical differences between clayey, loamy, sandy, and calcareous soils.
2. What do you understand by the term "available condition" as applied to the constituents of soils?
3. Describe the chemical changes that take place during the process of nitrification, stating by what agencies they are produced, and what conditions are necessary to the process.
4. Contrast the action of nitrate of soda with that of sulphate of ammonia when used as top dressing for grain crops.
5. How would you determine whether the phosphoric acid in a manure existed in the form of soluble, retrograde, or insoluble phosphate?
6. State the chemical changes that take place during the germination of a seed.
7. Give the general composition of root crops, cereal grains, and oil seeds.
8. What are the functions of albuminoids, fats, and carbohydrates respectively when used as foods for animals?
9. A cattle food contains 4 per cent. of nitrogen, 3 per cent. of fat, and 40 per cent. of digestible carbohydrates. Calculate its albuminoid ratio, and state for what purpose you consider the food best suited.
10. Name the constituents of milk, and show how they become distributed in the manufacture of butter and of cheese.

*Agricultural Botany.—For Civil Service Senior. Time allowed: Three hours.*

1. Describe an experiment that shows the importance of iron to a plant.
2. Describe the leaf of a typical flowering plant with reference to form, structure, and function.
3. What do you know of the action of fungi in promoting the growth of flowering plants? What plants take special advantage of the aid of fungi, and in what soils do such plants form a crop that may be of special value?
4. A sample of seed is to be tested for quality and for freedom from impurities. How would you proceed in making the tests? Write a brief report such as you would make after testing a sample of cocksfoot seed.
5. What is peach curl? What conditions are favourable to it, and what steps should be taken to prevent its attacks and to deal with trees already affected?
6. How would you prepare a heavy clay soil to produce a crop of cabbages? What attacks of vegetable origin would the crop be likely to suffer from if your preparations were neglected?
7. What do you know of the following plants: Self-heal, giant burdock, fleabane, Bathurst bur? In what kinds of land is each of these likely to be troublesome? What steps would you take to deal with each of them, and when?
8. To what natural orders do the following plants belong: Potato, *Danthonia semi-annularis*, flax (*Linum*), mangel? In what does the economic importance of each of these plants mainly consist?

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

1. What are the limits of the Torrid Zone and of the North Temperate Zone, and upon what facts do these limits depend? How would the conditions of the earth differ from those that at present exist if its axis were perpendicular to the plane of its orbit?
2. Describe the distribution of land upon the earth's surface, (a) with regard to hemispheres, (b) with regard to the zones.
3. (a.) What changes on the earth's surface are produced by rivers? (b.) Explain the nature of volcanoes. Mention the most destructive eruptions recorded in history, and the chief lines of volcanic activity.
4. Distinguish waves, ocean currents, and tides. Explain why there are two high tides at the same place in one day; and why, if it be high tide in Wellington Harbour at noon to-day, the corresponding high tide to-morrow will not take place till nearly one o'clock.
5. What circumstances affect rainfall in a country? Compare Australia and New Zealand in respect of rainfall.
6. Describe the course of the Nile, or of the Ganges, or of the Rhine.
7. What countries are the chief exporters of (a) wheat, (b) gold, (c) petroleum, (d) sugar, (e) wine?
8. State what you know of Korea, the Black Country, Valetta, Kiel, Westminster, Toundras, Fashoda, Wei-hai-wei, Matoppos, Caledonian Canal, Colombo, Camerouns.
9. Name the chief races and religions of India, and state what are its forest products and its manufactures.
10. Draw a map of North America, marking the political divisions (the United States being regarded as one division), together with the chief rivers and lakes.

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

1. Explain the origin of ocean currents, and mention with reference to your explanation the principal currents in the North and South Atlantic Oceans.
  2. Draw a map of Europe to illustrate the positions of the Mediterranean, Adriatic, Aegean, Black, and Caspian Seas, and mark on it the position of Lisbon, Barcelona, Toulon, Trieste, Odessa, Astrakhan, Hamburg, Vienna, Berlin.
  3. From what sources is the population of the British Isles derived? Give the aggregate population of the British possessions in the five continents. What is the white population of the British Empire? How has the relative proportion of the European and non-European elements in the population affected the colonial policy of Great Britain in the cases of Canada, India, Australia, and Fiji?
  4. Explain briefly but clearly the action of rivers and of glaciers respectively in modifying the surface of the land.
  5. Account for the geographical position of London, Lyons, Palmerston North, Calcutta, Monte Video, Rome, Athens, Chicago, Hongkong.
  6. Describe simple practical methods of finding—
    - (i.) The north and south line at any place;
    - (ii.) The altitude of the sun.
- On what days in the year has the sun its greatest and its least altitude respectively at Wellington? What is its meridian altitude on each of those days? Show what inference may be drawn therefrom in regard to the position of the earth's axis. [N.B.—The latitude of Wellington is 41° 18' South.]
7. Enumerate the different races of the Asiatic continent, naming the localities in which they are found. What are the principal religions of Asia? Where are their adherents found?
  8. Draw a sketch-map of New Zealand to illustrate the position of Mount Egmont, Mount Ruapehu, Mount Cook, the Kaikouras; the Rivers Clutha, Waimakariri, Buller, Waikato; and the Towns of Nelson, New Plymouth, Marton, Blenheim, Thames, Palmerston North, Timaru, Naseby, Stratford, Russell. Mark the position of the Manukau, Kaipara, Akaroa, and Westport harbours.

*Commercial Geography.—For Civil Service Senior. Time allowed: Three hours.*

1. What parts of the United Kingdom may be regarded as the chief seats of the linen, woollen, hardware, and earthenware manufactures respectively? Mention the chief towns specially identified with each industry.
2. Show the importance to English trade of (i.) the Suez Canal, (ii.) the Canadian-Pacific Railway. What would be the probable effect upon New Zealand of a ship canal across the American isthmus?
3. Whence are the following commodities chiefly obtained: Petroleum, rice, coal, cocoa, silver, indiarubber, silk, tobacco, ivory, pearls?
4. What possessions has England on the mainland of Central and South America? What are their chief products?
5. In the course of a month's transactions you have invoices for the following amounts: 749 marks 60 pfennige; 1,042 francs 75 centimes; \$272.87; 684 rupees 8 annas. Give the approximate value of each of the foregoing amounts in English currency, and state from what country each invoice has been received.
6. Indicate the chief mail routes and telegraph cables of the Pacific Ocean, illustrating your answer by a chart. Indicate also the chief trade routes, and mention the chief commodities likely to be carried by vessels sailing in either direction along each.

7. What are the chief natural or cultivated vegetable products of the following provincial districts: Auckland, Canterbury, Southland? Arrange, if possible, in the order of importance in each district.

8. Mention the various (a) natural harbours, (b) artificial harbours, (c) river ports, (d) roadsteads, of New Zealand, and indicate the character of the trade carried on at each.

9. Draw an outline map of the Commonwealth of Australia, on as large a scale as your book will allow, inserting the main lines of railway, overland telegraph lines, boundaries and capitals of States, and chief sea-ports; and mark the regions which produce gold, coal, copper, wine, wool, sugar, hardwood, wheat.

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

1. Describe the policy of William the Conqueror, and say what you know of the social life of England under the Normans.

2. State clearly and fully the part played by each of the following in the struggle for liberty of the subject and popular power:—Simon de Montfort; Daniel O'Connell; Lord John Russell; Robert Spenser, second Earl of Sunderland; William Wilberforce; John Wilkes.

3. Give an account of England's relations with India between the years 1688 and 1837.

4. Give the causes and results of the English Revolution of 1688. Contrast it with the French Revolution.

5. Describe shortly England's dealings with Ireland between 1603 and 1782, or between 1782 and 1900. (Take one period only.)

6. Give an account of the life and policy of William Pitt the younger, or of Gladstone.

7. Give date, contending parties, result, and ultimate effect of each of the following battles: Blenheim, Navarino, Quiberon Bay, Trafalgar, Waterloo.

*English History.—For Class D. Time allowed: Three hours.*

1. Name some of the most important charters or acts which secured the constitutional liberties of Englishmen. Mention the principal clauses and narrate the circumstances under which each became law.

2. Write notes on the following: Dunstan, Crecy, John Ball, Poynings' Law, William Wallace, Solway Moss, Sir Thomas More, Thomas Cranmer, Sir Francis Walsingham.

3. Give an account of the Poor Laws of England before the Victorian era.

4. Trace the struggle between France and England for colonial empire.

5. Mention the great statesmen who came into prominence during the reign of George III., and estimate the influence of each upon the nation's history.

6. Narrate the circumstances under which America separated from England, and discuss the consequences of the separation.

7. Describe the historical career of the following: Nelson, Charles Mordaunt (Earl of Peterborough), Anson, Rockingham, Watt.

8. Write notes on the following: Marston Moor, Bothwell Brig, the Darien scheme, the reform of the calendar, Torres Vedras, Treaty of Paris (1763), Treaty of Aix-la-Chapelle, Quiberon Bay, Vittoria, Vinegar Hill.

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

1. Give a short account of the movement which led to the unification of Italy.

2. What changes have taken place in the map of Europe since 1815?

3. Mention some of the causes of the French Revolution. How did it affect public opinion in England?

4. Give a brief outline of the American Civil War.

5. Give a short account of the career of Frederick the Great, and show his influence on the growth of Prussia.

6. Write notes on—Thirty Years War, Pragmatic Sanction, the Fronde, Code Napoleon, Berlin Decrees, Council of Trent, the Jacobins, Zollverein.

7. Write biographical notes on—Colbert, Robespierre, Prince Eugene, Turenne, William the Silent, Metternich, Stein, Moltke.

8. What is meant by the "balance of power"? Illustrate your answer by reference to the recent political history of Europe.

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

1. In what respects was the power of the Crown limited under the Stuart sovereigns?

2. What were the original functions of the Royal Council? How are they represented in the constitution of the present day?

3. By what steps did the theory of parliamentary representation reach its present form? What improvements have been suggested?

4. What powers has Parliament over its members and over the general public?

5. How are collisions between the Upper and Lower Houses overcome in New Zealand and in the Australian Commonwealth?

6. How are measures introduced into Parliament? Through what stages do they pass before becoming law? What is meant by the "initiative"?

7. What is the chief difference between the constitutions of England and of the United States? What advantages has each type?

8. Give a brief sketch of the local-government system of New Zealand

*Contracts and Torts.—For Civil Service Senior. Time allowed: Three hours.*

1. What is a contract? An amateur who has promised to assist at a concert promoted in aid of a charity does not attend at the concert. Discuss the question of legal liability of the amateur towards the promoters of the concert.
2. A wife orders from a store a dress for herself and goods for the household. How far is the husband liable to pay for what she orders?
3. A writes from Wellington to B at Auckland offering to sell goods. B writes to A accepting the offer, but the letter is lost in the post. What are the rights of A and B? What difference would it have made if B, immediately after posting the letter, had telegraphed to A withdrawing his offer, and if the telegram had reached A in due course?
4. M enters into a contract with A. M, in fact, was acting as agent for B, but A did not know this. What are the rights of A against B and of B against A?
5. Distinguish between "condition precedent" and "warranty," giving instances. What are the rights of the contractor in respect of breach (a) of condition precedent, (b) of warranty?
6. State the law as to liability of an infant for breach of contract. What are the tests to determine whether goods supplied to infants are necessaries?
7. What is a "tort"? How far is an infant liable for a tort committed by him? How far is a husband liable for the tort of his wife?
8. Discuss the right of A to have his land and building supported by the adjoining land of B.
9. For what torts can actions be brought by and against an executor?
10. Distinguish between libel and slander. What defamatory spoken words are actionable without special damage?
11. A induces B to break a contract he has made with C. Under what circumstances can C recover damages from A for so doing?
12. How far is the local authority responsible for accidents which happen in consequence of the state of repair (a) of roads and (b) of bridges, the roads and bridges being made by the local authority and under its control?

*Real and Personal Property.—For Civil Service Senior. Time allowed: Three hours.*

1. Distinguish between joint tenancy and tenancy in common. What are the three unities that distinguish joint tenancy, and what exceptions are there?
2. When land is conveyed for valuable consideration, what covenants for title and relating to title deeds are implied?
3. Why is a mortgage of leaseholds, not under the Land Transfer Act, usually made by way of demise; and what provisions are made with reference to the last day, and why?
4. What powers to distrain for rent are implied in a deed of lease, and on what goods can distrain be levied?
5. What is meant by reversion; remainder, vested and contingent; executor's interest? What provisions are contained in "The Property Law Consolidation Act, 1883," with reference to remainders?
6. What powers of leasing are possessed by a tenant for life?
7. State clearly and distinctly the effect of not registering a bill of sale.
8. Enumerate the acts of bankruptcy.
9. What is meant by chose-in-action, restraint against anticipation, bill of lading, noting a bill of exchange?
10. What is the effect of crossing a cheque (a) generally and (b) specially, and how is such crossing effected? How far is a bank responsible to its customer if it pays his cheque drawn to order of X where the signature of X has been in fact forged?
11. In what proportions and in what order do the widow, children, father, mother, brothers, sisters, nephews, and nieces of a married man now inherit his property on intestacy?
12. Distinguish between memorandum of association and articles of association, of a limited-liability company. What must appear in the memorandum?

*Life Insurance Law.—For Civil Service Senior. Time allowed: Three hours.*

[N.B.—The regulations provide that the examination in this subject shall have special reference to New Zealand and the Government Life Insurance Department.]

## SECTION I.—LIFE.

1. Fill up in complete form memoranda of transfer agreeably to the provisions of "The Life Assurance Policies Act, 1884," and its amendments, for the purpose of the undermentioned assignments:—
  - (a.) Policy 147, John Smith—to be transferred to William Roberts, shoemaker, Dunedin.
  - (b.) Policy 975, Henry Richards—to be transferred to the Bank of New Zealand.
2. A memorandum of transfer of a policy on the life of John Smith is submitted for registration, by which the policy purports to be assigned to "David Mitchell, as executor of William Mitchell, deceased." Would you be disposed to pass such a transfer for registration? and if not, upon what grounds would you base your objection?
3. State briefly the purport of the implied covenants in mortgages of policies executed under the provisions of "The Life Assurance Policies Act, 1884," in favour of the company liable under the policy.
4. In the year 1876 a man effected a policy on his own life for the benefit of his wife and children. At his death in 1902 he left a widow, two sons of full age and one son under age, and

two infant grandchildren, the children of a deceased daughter. He executed no apportionment or nomination in respect of the policy moneys, but his will, although not specifically referring to the policy, constituted his wife his residuary legatee. How should the policy moneys be distributed?

5. Explain the meaning of the term "insurable interest."

6. What contracts has the Government Insurance Commissioner power to enter into under the provisions of "The Government Insurance and Annuities Act, 1874," as re-enacted by "The Government Life Insurance Act, 1886"?

#### SECTION II.—ACCIDENT.

7. What contracts has the Government Insurance Commissioner power to enter into under the provisions of "The Government Accident Insurance Act, 1899," and "The Accident Insurance Companies Act, 1902"?

8. What liabilities are imposed upon the mortgagee of a property by the operation of "The Workers' Compensation for Accidents Act, 1900"?

9. (a.) What compensation is secured to a worker for a non-fatal injury under the provisions of "The Workers' Compensation for Accidents Act, 1900"?

(b.) To what extent are those benefits modified by "The Workers' Compensation for Accidents Act Amendment Act, 1902"?

*Principles involved in Life Assurance : Life Assurance Book-keeping. For Civil Service Senior. Time allowed : Three hours.*

#### SECTIONS I. AND II.—PRINCIPLES INVOLVED IN LIFE ASSURANCE.

##### I.

1. What are the elements that enter into the calculation of net premiums, and how are office premiums usually formed from net premiums? Define "level premiums," "natural premiums," and "assessmentism."

2. What relations do office premiums payable half-yearly, quarterly, &c., bear to premiums payable yearly, in the Insurance Department and other offices?

3. What is the "reserve" or "value" of a policy? What is the principle on which it is calculated? Why do most offices make deductions from the full reserves in computing surrender values?

4. What are the principal sources from which surpluses are derived? Exemplify by reference to the Government Insurance Department.

5. How many quinquennial and triennial valuations have been made of the Insurance Department? Give, as nearly as you can, the following particulars of each valuation: (a) The date, (b) the basis, (c) the surplus divided, (d) the reversionary bonuses allotted.

##### II.

6. Give a brief description of the system practised by the Insurance Department in dealing with policies that are not renewed within the days of grace. Compare the respective merits of this and of any other methods you know of.

7. How are errors in age dealt with in the Insurance Department? Describe any other methods in vogue of which you are aware, and compare their respective advantages and disadvantages.

8. Describe briefly the different kinds of insurance, endowment, and annuity business transacted by the Insurance Department, and also any other varieties of business that you think the Department might properly undertake.

9. What are the chief conditions essential to the success of a life office?

10. What arguments would you advance to persuade a person that it was to his interest to apply small sums from time to time to the payment of premiums on an insurance policy rather than to invest them in a savings-bank or otherwise?

#### SECTION III.—LIFE ASSURANCE BOOK-KEEPING (with special reference to the Books of the Government Insurance Department).

11. Give a short description of a life insurance "revenue account," showing the principles upon which it is based and the character of the transactions which it embodies. Draft an imaginary revenue account.

12. On the 10th December, 1901, a death was notified in respect of a policy the condition of which was as follows:—

(a.) Sum assured, £300;

(b.) Bonuses, £115;

(c.) Loan on policy, £206 17s. 11d.;

(d.) Interest on policy loan from 1st July, 1901, to date of death (9th December, 1901), £4 12s. 6d.;

(e.) Premium due 15th November, 1901, £8 11s.

Owing to delay by the claimant in completion of proofs the claim was not settled until January, 1902. Trace the entries through the general ledger, and through the revenue account and balance-sheets affected.

13. A policy which had been kept alive out of surrender value for a space of three years, and was then retained on the books for the further period of twelve months during which revival was possible, eventually became absolutely void by lapse. Describe the general ledger postings which this lapsing would involve.

14. Distinguish between the terms "matured," "expired," and "lapsed," as applied to life policies.

15. You are instructed to inspect and audit the branch office at ————. Describe your procedure from arrival at the branch to completion of your duty.

*Selection of Lives for Assurance.—For Civil Service Senior. Time allowed: Three hours.*

1. What particular classes of proponents do you think require special loading on account of occupation? Discuss the extra premiums that you think should be imposed in such cases where the contracts are for whole-life assurance.
2. If when a proposal is made the proponent states that he is about to reside in the tropics, how would you assess the case? In answering this question name particular countries, and explain what loadings you think should be added for each country for every hundred pounds of whole-life assurance.
3. State your views as to whether more importance should be attached to the personal history or to the family history—
  - (a.) Of an applicant under thirty;
  - (b.) Of an applicant over fifty.
4. "Personal history: Rheumatic fever, without sequelae." Under what table and for what reason do you think an office should encourage a proponent with such a history to insure?
5. What would you consider the standard weight for heights of 5 feet 6 inches and 5 feet 10 inches respectively at the age of thirty? Explain the variations from the normal weight in relation to height that are compatible with health. Under what circumstances and under what table do you think a proponent might be accepted whose weight differs by more than the permissible maximum of variation from the normal weight?
6. Give your views as to normal chest measurement. If a proponent is 5 feet 6 inches high, what do you think would be corresponding chest measurements? What importance would you attach to a small chest expansion?
7. What are the limits of frequency of heart pulsations above or below which you think deferment for further observation would be advisable?
8. How would you assess the following cases where the physique and bodily health of the proponent are good?—
  - (a.) Proponent's age, 30; height, 5 feet 6 inches; weight, 11 stone; father dead at the age of 25, of consumption; mother and all brothers and sisters alive.
  - (b.) Proponent's age, 30; height, 5 feet 6 inches; weight, 9 stone; father dead at the age of 40, of consumption; mother and four brothers and sisters alive; one sister dead, at the age of 35, of consumption.
9. Discuss the suitability of the Double-endowment Assurance Table—
  - (a.) Where the family history discloses heart disease in one of the parents.
  - (b.) Where one of the parents has died of consumption.
  - (c.) Where one of the parents has died of cancer.
  - (d.) Where the physique of the proponent is below the normal, and there is a family history of consumption.
10. What are the various methods adopted by different life offices in granting policies on under-average lives, and what are the respective merits of those methods?

*Book-keeping.—For Civil Service Junior.—Time allowed: Three hours.*

1. What is the fundamental principle of book-keeping by double entry?
2. Describe briefly the uses of the cash-book, the sales-book, the purchases-book, the journal, and the ledger, of a merchant.
3. I owe Brown £205 and Green £430, Smith owes me £49, and I have a credit balance at the bank of £248; I own a farm valued at £1,000, but there is a mortgage on it of £450, and half a year's interest at 5 per cent. per annum is due; my plant and furniture are worth £200, and I have live-stock valued at £380. Make out a balance-sheet showing my capital.
4. Make out an invoice to J. Brown of the following goods: 18 boxes of tea at 17s. 6d. a box, 2 tons of flour at £12 10s. per ton, and 4 cases of sardines, containing 3 dozen each, at 6s. a dozen: add railage 5s. 6d. and cartage 1s. 6d.
5. What is the difference between an account-sales and a credit-note?
6. Make out a cash account of receipts and payments, giving twelve entries of varied character on each side of the account.
7. Make out an account-sales for Smith and Co. of two horses sold by S. Johnson for £95: charge 2½ per cent. commission, 5s. for advertising, and 2s. 6d. a head for yard fees.
8. Turnbull and Co. have balanced their ledgers to 1st January, 1902, and the trial balance-sheet is as follows:—

	£		£
Rent .. .. .	145	Capital .. .. .	1,500
Wages, including selves .. .. .	578	Bank .. .. .	503
Stock on 1st January, 1901 .. .. .	500	Sales .. .. .	3,200
Purchases .. .. .	2,500	Sundry creditors .. .. .	800
General expenses .. .. .	380		
Sundry debtors .. .. .	1,900		
	£6,003		£6,003

The stock on hand on 1st January, 1902, was valued at £750. Make out profit-and-loss account and balance-sheet.



*Book-keeping, I.—For Civil Service Senior. Time allowed: Three hours.*

1. Give a short description of book-keeping by double entry.
2. What is a trial balance-sheet, and how far does a trial balance-sheet show the accuracy of the books?
3. What are real accounts, nominal accounts, and personal accounts? Classify the following: General expenses, plant, bills receivable, W. Jones, Customs duties, depreciation, J. Smith, land, merchandise.
4. From what class of accounts are the entries in profit-and-loss accounts obtained?
5. Explain the following: Nominal capital, subscribed capital, paid-up capital, preference shares, cumulative preference shares, debentures, mortgage debentures.
6. What are preliminary expenses, and how are they usually dealt with in a company's balance-sheet?
7. How is the capital of a partnership ascertained?
8. What is meant by the columnar or tabular system of book-keeping, and how is it applied in journalizing?
9. Name some of the principal books, the statistical books, and the subsidiary books of a company?
10. What system of book-keeping enables a person to ascertain in the shortest and most reliable manner the state of his affairs and the results of his business operations? Give reasons for your answer.

*Book-keeping, II.—For Civil Service Senior. Time allowed: Three hours.*

1. Make out a list of assets and liabilities from the following statement: Smith owes me £28; Green owes me £147; I own land valued at £500; I have bills receivable on hand, £402; my trade-expenses account stands in debit £53; rent accrued is £12 10s.; I owe Johnson £158 and Turnbull £40; I have cash in the bank, £167; and my plant is valued at £325.

2. Messrs. Brown and Smith's trial balance-sheet for the year ending 30th April, 1902, is as follows:—

<table style="width: 100%; border-collapse: collapse;"> <tr><td>Stock (30th April, 1901) .. .. .</td><td style="text-align: right;">£ 8,000</td></tr> <tr><td>Customs duties .. .. .</td><td style="text-align: right;">580</td></tr> <tr><td>Purchases .. .. .</td><td style="text-align: right;">15,000</td></tr> <tr><td>General expenses .. .. .</td><td style="text-align: right;">390</td></tr> <tr><td>Wages and salaries .. .. .</td><td style="text-align: right;">1,230</td></tr> <tr><td>Interest and discount .. .. .</td><td style="text-align: right;">450</td></tr> <tr><td>Sundry debtors .. .. .</td><td style="text-align: right;">2,950</td></tr> <tr><td>Brown's drawings .. .. .</td><td style="text-align: right;">400</td></tr> <tr><td>Smith's drawings .. .. .</td><td style="text-align: right;">300</td></tr> <tr><td style="border-top: 1px solid black;"></td><td style="text-align: right; border-top: 1px solid black;">£29,300</td></tr> </table>	Stock (30th April, 1901) .. .. .	£ 8,000	Customs duties .. .. .	580	Purchases .. .. .	15,000	General expenses .. .. .	390	Wages and salaries .. .. .	1,230	Interest and discount .. .. .	450	Sundry debtors .. .. .	2,950	Brown's drawings .. .. .	400	Smith's drawings .. .. .	300		£29,300	<table style="width: 100%; border-collapse: collapse;"> <tr><td>Brown's capital .. .. .</td><td style="text-align: right;">£ 3,000</td></tr> <tr><td>Smith's capital .. .. .</td><td style="text-align: right;">1,000</td></tr> <tr><td>Bank .. .. .</td><td style="text-align: right;">530</td></tr> <tr><td>Sales of goods .. .. .</td><td style="text-align: right;">19,030</td></tr> <tr><td>Bills payable .. .. .</td><td style="text-align: right;">4,000</td></tr> <tr><td>Sundry creditors .. .. .</td><td style="text-align: right;">1,740</td></tr> <tr><td style="border-top: 1px solid black;"></td><td style="text-align: right; border-top: 1px solid black;">£29,300</td></tr> </table>	Brown's capital .. .. .	£ 3,000	Smith's capital .. .. .	1,000	Bank .. .. .	530	Sales of goods .. .. .	19,030	Bills payable .. .. .	4,000	Sundry creditors .. .. .	1,740		£29,300
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The stock on 30th April, 1902, was valued at £7,550. Interest is to be allowed on each partner's capital at 5 per cent. *per annum*. Make out the trading account, profit-and-loss account, and balance-sheet. If Brown receives  $\frac{2}{5}$  and Smith  $\frac{3}{5}$  of the net profit, what is the position of the partners at the time of balancing?

3. Write out the form of (a) a promissory note, (b) an acceptance, (c) a bill of exchange (*sola*).

4. Turnbull and Co. received from Elder Bros., London, 100 saddles, f.o.b., for sale and returns; the *pro forma* invoice was £500. The goods arrived in Wellington on 4th July, and duty and port charges amounting to £48 were paid by the consignees; on 20th July the consignees sold, at three months, under ordinary terms of business, to the value of £380; on 4th September they sold for cash to the value of £180, and on 4th October the balance for £25 cash. Make out the account-sales, charging 5 per cent. commission and  $2\frac{1}{2}$  per cent. *del credere*. Find the average due date, and remit the balance by draft, less 1 per cent. exchange.

5. A company has a capital of £10,000 in 1,000 shares of £10 each. £1 a share was paid on application, and all the shares have been allotted; of the allotment money of £1 a share only £700 has been paid, and on the first and second calls of £1 a share each only £700 a call has been paid; 300 shares belonging to Brown have been forfeited for non-payment of calls. Show all the journal entries, and re-state the capital of the company.

*Précis-writing and Correspondence.—For Civil Service Senior. Time allowed: Three hours.*

*Answer all four questions. Avoid redundancy. Write legibly.*

1. "Minute" the accompanying correspondence.
2. The permanent head of the Department has to submit a memorandum on the subject to Ministers: he must be made acquainted with all important facts and opinions, and must know by whom and to whom they were stated, and when. Write a *précis* which shall enable him to submit a memorandum without having to go through all the correspondence.
3. Make an index of the correspondence.

## CORRESPONDENCE.

SIR,—

Government House, Wellington, 25th October, 1900.

I have the honour to transmit a Bill passed by the two Houses of Parliament entitled "The New Zealand Ensign Act, 1900."

The Bill is reserved for the pleasure of Her Majesty.

By section 735 of "The Merchant Shipping Act, 1894," any Bill purporting to deal with the flags to be used in the colonies must be so reserved.

2. The Bill contains the following clause: "4. This Act shall be reserved for the signification of Her Majesty's pleasure thereon, and shall come into operation on a day to be fixed by the Governor by Proclamation in the *Gazette*: Provided that such Proclamation shall not be made unless it contains a statement that Her Majesty has been pleased to approve of this Act."

3. This is not in accordance with the clause requested by the Right Hon. the Secretary of State for the Colonies, in his despatch circular dated the 20th June, 1884, to be used in such cases. It was as follows: "This (law, Act, Ordinance) shall not come into operation unless and until the Officer administering the Government notifies by Proclamation that it is Her Majesty's pleasure not to disallow the same, and thereafter it shall come into operation upon such a day as the Officer administering the Government shall notify by the same or any other Proclamation."

4. The Government of New Zealand agreed to the request in this despatch, but suggested that in consequence of the provisions of the Interpretation Act the word "Governor" should be substituted for the words "Officer administering the Government."

5. This is the first occasion that such a clause as now appears in this Bill has been used in New Zealand.

6. I enclose memoranda that have passed between the Premier and myself in regard to it.

7. I should like to make, in explanation of the reason why I deemed the prerogative of the Governor interfered with, the following observations:—

(a.) By our Constitution Act the Governor is a constituent part of the General Assembly. Our statutes are enacted by "the General Assembly of New Zealand," and the Assembly consists of the Governor, the Legislative Council, and the House of Representatives. Our Constitution Act differs in this respect from the Constitution Acts of the Australasian Colonies. The clause in its present form dictates to the Governor what he shall do. No clause is really necessary at all, but if one was inserted it should, I submit, have been in the form approved of by Her Majesty's Government in England, and mentioned in the circular despatch before referred to. It would be considered improper in a statute to dictate to the House of Representatives how it shall perform its duties, and it is equally wrong to tell the Governor how he shall perform his functions.

(b.) This clause also makes a breach in the uniformity of procedure in regard to Bills reserved, which the circular despatch meant to provide for, and to which procedure all the other colonies agreed.

(c.) You will observe in my memorandum to the Premier [17th October, 1900] that I warned him that I should not be surprised if the assent of Her Majesty were refused to the Bill. He has chosen to run that risk. There would, I believe, have been no difficulty in getting the House to agree to the clause in the proper form if a message had been sent to the House recommending it.

I have, &c.,

The Right Hon. the Secretary of State for the Colonies.

Deputy Governor.

## ENCLOSURES.

"The New Zealand Ensign Act, 1900."

Memorandum for the Right Hon. the Premier.

SECTION 4 of this Bill seems to invade the prerogative of the Governor. I doubt if the two Houses ought to put in a Bill that it should be reserved. It is for the Governor to express his opinion on the subject in accordance with the law.

Government House, Wellington, 15th October, 1900.

Memorandum for His Excellency the Governor.

THE Premier presents his compliments to His Excellency, and, in respect to the question raised that section 4 of the New Zealand Ensign Bill seems to invade the prerogative of the Governor, begs to state that he does not think the Governor's prerogative is involved. On the contrary, it would be a serious limitation of the constitutional powers of Parliament if it could not insert in a Bill a clause requiring it to be reserved, especially seeing that the powers of the Governor as to reserving Bills are limited to what is contained in the Royal Instructions. The Premier admits that clauses such as No. 4 are not uncommon, and though the word "reserved" may not be used, the effect is the same, and it is submitted that the form is not material.

It was with a view of securing uniformity throughout all the self-governing colonies that Lord Derby, in 1884, sent out a model clause, and the Governor in acknowledging it refers to it as "a clause recommended to be used in reserving Acts for the signification of Her Majesty's pleasure."

Premier's Office, Wellington, 16th October, 1900.

Memorandum for the Right Hon. the Premier.

THE Deputy Governor begs to inform the Premier, with reference to his memorandum dated the 16th instant,—

1. He has no desire to enter into a controversy as to whether a precedent will not be established that may be deemed hereafter an invasion of the Governor's rights and privileges, but he may add that the opinion he previously expressed is not shaken by the Premier's memorandum.

2. To end, however, any controversy, he hopes the Premier will see his way to advise that a message be sent to the House of Parliament recommending that for clause 4 in the Bill the following be substituted, namely: "This Act shall not come into operation unless the Governor notifies by Proclamation that it is Her Majesty's pleasure not to disallow the same, and thereafter it shall come into operation upon such day as the Governor shall notify by the same or any other Proclamation."

3. This was the form which the Secretary of State for the Colonies requested (see his despatch of 20th June, 1884) should be adopted in the colony, and the Deputy Governor knows no reason why the request should not be complied with.

4. If it is not complied with, it would not surprise him if the assent of Her Majesty were refused to the Bill.

Government House, Wellington, 17th October, 1900.

Memorandum for His Excellency the Governor.

THE Premier presents his compliments to His Excellency the Deputy Governor, and, whilst giving full consideration to His Excellency's minute on the New Zealand Ensign Act, and memorandum of the 17th October, regrets to say that as a great constitutional principle is involved—namely, the right of Parliament to provide by Act that an Act shall be reserved for Her Majesty's pleasure—he does not feel warranted in departing from the advice respectfully tendered, to assent to the above-named Bill, and in the usual course he therefore returns the Bill and respectfully repeats his advice.

The Premier further desires to assure His Excellency that Parliament in no way wishes to invade the prerogative of the Governor, nor does the Premier see how, on a fair reading of the clause, any such construction can reasonably be drawn from it.

The Premier would further add that the clause suggested by His Excellency is precisely to the same effect as the clause to which exception has been taken.

Premier's Office, Wellington, 18th October, 1900.

Memorandum for the Right Hon. the Premier.

THE Deputy Governor begs to acknowledge the Premier's memorandum of the 18th instant referring to the New Zealand Ensign Bill.

2. He will transmit the Bill to the Right Hon. the Secretary of State for the Colonies for submission to Her Majesty. He will forward the memoranda that have passed concerning the Bill.

3. He much regrets that the suggestions he made have not been accepted.

4. If the clause he suggested, which was in the form that the circular despatch from the Right Hon. the Secretary of State for the Colonies requested should be followed in the case of Bills to be reserved, is "precisely to the same effect as the clause to which exception has been taken," he is at a loss to conceive why his suggestion should not have been accepted. He cannot understand how any "great constitutional principle" can be involved when both clauses have "precisely the same effect."

5. He has made his objection and his suggestion for three reasons: (a) He considered, though he thought it had been done inadvertently, that in the Governor's absence the prerogative and functions of the Governor were being interfered with. (b.) He thought the request in the circular despatch referred to, which was agreed to by all the colonies (New Zealand included) in 1884, might have been acceded to. It seems to him but scant courtesy to the Imperial authorities that this small and admittedly formal request should be denied, and that a new practice should, sixteen years after the colony had agreed to the request, be set up, and this at variance with what the Imperial authorities desired. (c.) He was under the impression that the clause had been inserted through inadvertence by the draftsman, and that the circular despatch of 1884 had been overlooked. It appears that he was in error in that respect. He must assume that as "a great constitutional principle" is involved, the Parliament knew this, and deliberately refused to accept the form of clause recommended by the Secretary of State for the Colonies. He thinks he should have been informed that this was intended to be done, and not left to discover it after he had taken objection to the wording of the clause.

Government House, Wellington, 19th October, 1900.

Memorandum for His Excellency the Deputy Governor.

THE Premier begs to acknowledge the receipt of His Excellency's memorandum of the 19th instant, with respect to the New Zealand Ensign Bill, and notes with satisfaction that the usual course is being adopted in transmitting the Bill for submission to Her Majesty.

It would appear that the Premier must have failed to put clearly before His Excellency the reason why he did not feel justified in asking Parliament to alter the Bill in terms of His Excellency's objections, or His Excellency would not have misapprehended it, as he seems to have done in the memorandum now under reply.

His Excellency in his first memorandum objected to the clause in the Bill as being an invasion of the Governor's prerogative, and expressed the opinion that the House had no right to require the Bill to be reserved. This is the constitutional principle involved; and, in pointing out that the clause in the Bill and the clause suggested by His Excellency were of precisely the same effect, the Premier hoped to satisfy His Excellency that the one clause no more invaded the Governor's prerogative than the other.

With this explanation His Excellency will scarcely need the Premier's assurance that there has been no intention to show discourtesy to the Imperial authorities, or deliberately refuse to accept the clause recommended by the Secretary of State.

The Premier may add that the position he has felt compelled to take in this matter was taken after consultation with Mr. Speaker, who fully concurred.

The Premier will feel obliged if His Excellency will forward this memorandum with the others relating to the Bill.

Premier's Office, Wellington, 25th October, 1900.

Memorandum for the Right Hon. the Premier.

THE Deputy Governor begs to inform the Premier, with reference to his memorandum of the 25th October, that he has forwarded the memoranda to the Secretary of State for the Colonies. As the question is referred to the Colonial Office, it is not necessary to continue the discussion.

He only desires to add that he regrets that he does not appreciate the reasons or position taken up by the Right Hon. the Premier for departing from the agreement made in 1884 between the Imperial authorities and the colonies in reference to the proper form of clause to be inserted in a Bill to be reserved.

Government House, Wellington, 26th October, 1900.

MY LORD,—

Downing Street, 21st March, 1901.

I have the honour to inform you that I have submitted for the consideration of the Lords Commissioners of the Admiralty the reserved Bill of the Legislature of New Zealand entitled "The New Zealand Ensign Act, 1900," copies of which were forwarded in the Deputy Governor's despatch of the 26th October last.

2. Their Lordships are advised that, owing to the use of the words "for all purposes" in the preamble of the Bill, nothing further would be necessary, after the King's assent to the Bill had been signified, to justify the use of the blue ensign with the distinguishing marks mentioned in section 2 as the ensign of the colony for all purposes—*i.e.*, it could be used by merchant vessels belonging to New Zealand.

3. This proposal is one which their Lordships cannot regard with favour, inasmuch as by the Merchant Shipping Act, section 73, the red ensign without defacement is declared to be the proper national colours for all ships and boats belonging to any British subject, except in the case of His Majesty's ships and boats, or of any other ship or boat for the time being allowed to wear any other national colours in pursuance of a warrant from His Majesty or from the Admiralty.

4. Colonial merchant ships in some cases have been allowed distinguishing badges of the colony with the red ensign, but the use of the blue ensign has been carefully restricted by the Admiralty to ships and vessels whose special character it is desired to make known, such as—(a) ships and vessels in the service of public offices, (b) belonging to and permanently in the service of the colonies, (c) transports, and yachts belonging to certain yacht clubs, which are also allowed, by warrant, to use it.

5. The only British merchant ships allowed to wear the blue ensign are those in receipt of Admiralty subvention, or commanded by retired officers of the Royal Navy, or officers of the Royal Naval Reserve, and having a specified number of Naval-Reserve men in the crew.

6. A special Admiralty warrant is required in each case.

7. If, however, the present Bill receives His Majesty's assent as it stands, the necessity of obtaining an Admiralty warrant to fly the blue ensign would no longer exist in the case of New Zealand vessels, and what is now a privilege would be exercised as a right by all vessels of the colony, however small. This would doubtless lead to claims from the mercantile marine of this country and of other colonies to a similar privilege, and might result in its becoming necessary to alter the law as to colours.

8. It is possible that your Government has not fully realised that the Bill, if it comes into force, would seriously interfere with existing arrangements; and I shall be glad to receive a full expression of the views of your Ministers after they have considered the objections set forth above.

9. I take this opportunity to acknowledge the receipt of the Deputy Governor's despatch of the 25th October last, relative to the form of the reservation clause in "The New Zealand Ensign Act, 1900." I prefer the form which was suggested in Lord Derby's circular despatch of the 20th June, 1884; but the form used in the present Bill appears to me sufficient for all practical purposes.

I have, &c.,

Secretary of State for the Colonies.

The Right Hon. the Governor of New Zealand.

Memorandum for His Excellency the Governor.

THE Premier presents his compliments to His Excellency the Governor, and in reply to the despatch of the 21st March, 1901, from the Secretary of State for the Colonies, in respect to the reserved Bill entitled "The New Zealand Ensign Act, 1900," desires that His Excellency will be good enough to forward the following memorandum in reply thereto:—

"My Ministers appreciate the force of the objections raised by the Lords Commissioners of the Admiralty to the New Zealand Ensign Bill in its present form, and in order to meet them suggest that the Bill be modified by providing that the ensign may be used for all purposes ashore, but shall not be worn by any vessel other than the vessels owned and used by the New Zealand Government except in pursuance of a warrant from His Majesty or the Admiralty. The right to use the blue ensign with the Southern Cross, represented by four five-pointed red stars with white border, was granted in 1869. This authority has evidently been overlooked."

Premier's Office, Wellington, 28th June, 1901.

My LORD,—

Downing Street, 14th September, 1901.

I have the honour to acknowledge the receipt of your despatch of the 27th June, and to transmit to you, for the information of your Ministers, a copy of a letter from the Admiralty regarding the reserved Bill of the Legislature of New Zealand entitled "The New Zealand Ensign Act, 1900."

2. Pending the enactment of an amending measure as proposed by your Ministers, I shall defer submitting the Bill to His Majesty in Council.

I have, &c.,

Secretary of State for the Colonies.

The Right Hon. the Governor of New Zealand.

(Enclosure.)

SIR,—

Admiralty, 6th September, 1901.

With reference to your letter of the 23rd ultimo, forwarding an extract from a memorandum presented by the Premier of New Zealand to the Governor of that colony relative to the New Zealand Ensign Act of 1900, my Lords Commissioners of the Admiralty desire me to acquaint you, for the information of Mr. Secretary Chamberlain, that the proposed amendment to the Bill—viz., "that the ensign may be used for all purposes ashore, but shall not be worn by any vessel other than the vessels owned and used by the New Zealand Government, except in pursuance of a warrant from His Majesty or the Admiralty"—will meet the difficulty pointed out in Admiralty letter of the 6th March last, and my Lords have no objection to the ratification of the Act as modified thereby.

The Under-Secretary of State, Colonial Office.

I am, &c.,

H. V. N.

4. The Chief Secretary of ——— writes to the Government of New Zealand asking for information on the following subjects: (a) General and local government, (b) lands and settlement, (c) education, (d) judicial, (e) defence, (f) mining, (g) native, (h) post and telegraph, (i) public works (including railways), (k) taxation, (l) trade and customs.

Choose one subject. Supply the required information on that subject as far as you can, in the form of an official letter.

(Diction and form of letter constitute the test. Therefore do not fear to state facts as they strike you. DO NOT SIGN THE LETTER.)

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

[All the sections should be attempted, but not more than one question may be taken in any one section.]

#### SECTION I.

1. Distinguish between—

- (a.) Physiology and psychology.
- (b.) Intellect and mind.
- (c.) What is meant by attention?
- (d.) Distinguish voluntary attention and involuntary attention.
- (e.) "It is the habit of attention we wish to cultivate." Explain.

2. Distinguish—

- (a.) Perception and sensation.
- (b.) Sense development and sense training.

Name the senses (a) in the order of development and (b) in the order in which they should be trained.

3. In giving a lesson on copper, show clearly what senses may be exercised.

#### SECTION II.

1. What is meant by perception, idea, memory, imagination? Point out the uses and the abuses of memory and imagination in school work.

2. (a.) Distinguish between comparison and contrast, and show their use in teaching.
- (b.) What is meant by "to judge"?
- (c.) What school subjects are best for training the judgment of children between five and ten years of age?
3. (a.) What is meant by reasoning?
- (b.) Distinguish between inductive and deductive reasoning, and show the place of each in teaching.
- (c.) "Telling is not teaching." Explain.

## SECTION III.

Write out full notes of a lesson on any one of the following subjects. (Special attention must be given to the art and method to be adopted and to the black-board illustrations to be employed in the course of the lesson.)

1. A word-building lesson (infant department).
2. A first lesson in singing ( $S_1$ ).
3. A lesson illustrating the synthetic method of teaching geography ( $S_2$ ).
4. A first lesson in reduction of money ( $S_3$ ).
5. The coronation of King Edward VII. ( $S_4$ ).
6. A lesson on the relative pronoun ( $S_5$  and  $S_6$ ).

## SECTION IV.

1. Explain and illustrate what is meant by method in teaching.
2. What means would you take to give your pupils a sound training in habits of order and attention?
3. Write a short article on the value of nature study in elementary schools. Indicate briefly a few of the lessons you would give to children in Standard III.

## SECTION V.

1. Give a short description of any one of the kindergarten gifts or occupations. Show how the kindergarten principle may be used in modern infant-school education.
2. Show how the ordinary subjects of the school course may be taught so as to cultivate the intellectual and aesthetic powers of the mind.
3. What are the chief aims and purposes of education?

## SECTION VI.

1. Sketch briefly the influence of Froebel and of Pestalozzi on modern methods of education.
2. Give a brief outline of any book you have read on the history and progress of education.
3. Indicate some of the important changes that have been made recently in the New Zealand primary-school system of instruction.

*Vocal Music.—For Classes D and E. Time allowed: Three hours.*

1. What do the following time-signatures stand for?—

$$\begin{array}{ccccccc} 6 & 9 & 4 & 3 & 12 & & \\ 8 & 16 & 4 & 2 & 8 & & \end{array}$$

Which represent simple and which compound time?

2. Give the following:—

- (1.) Leading note, key G.
- (2.) Dominant, key E flat.
- (3.) Subdominant, key C.
- (4.) Supertonic, key B.

3. Write the sol-fa names of the *melodic* minor scale, one octave up and down, and show where the semitones occur.

4. Write two examples of each of the following intervals: (1) Perfect fifth, (2) minor third, (3) major seventh, (4) augmented fourth, (5) minor second.

5. What is meant by "key E flat"? How would you get E flat from a C tuning-fork?

6. Which intervals of the scale are consonant? Which dissonant?

7. Which are the "strong" and which the "leaning" tones of the scale? In which tones is the leaning tendency most marked?

8. Define the terms—scale, clef, accidental, triplet, rhythm, transposition.

9. Give the Italian terms commonly used to express the following: Sweetly, very quick, detached, moderately loud, from the beginning, dying away.

10. How would you attempt to remove or modify the nasal "twang" so common among our colonial children?

11. Take the practical tests.

*Practical Tests (part of the Paper on Vocal Music).—For Classes D and E.*

EAR TESTS. (Any two of the following phrases to be imitated by the candidate from the Examiner's pattern, as an ear test.)

Key C.

$\left\{ \begin{array}{l} s : fe \\ s : r \end{array} \right. \left  \begin{array}{l} f : r \\ s_1 : - \end{array} \right. \left  \begin{array}{l} : \\ : \end{array} \right. \left\  \right.$	$\left\{ \begin{array}{l} m : l \\ se : m \end{array} \right. \left  \begin{array}{l} l : - \\ : \end{array} \right. \left\  \right.$
$\left\{ \begin{array}{l} s : r \\ de : r \end{array} \right. \left  \begin{array}{l} m : - \\ : \end{array} \right. \left\  \right.$	$\left\{ \begin{array}{l} f : la \\ s : t_1 \end{array} \right. \left  \begin{array}{l} d : - \\ : \end{array} \right. \left\  \right.$

The same tests, in staff notation.



TUNE TESTS. (The Examiner to use either or both at his discretion.)

No. 1.

Key C.

{ d : d.r | m : m.f | s : d' | t : l | s : t.l | s : fe | l : — | s : — }  
 { f : m.r | m : f.s | l : d' | d' : ta | l : m.f | s : d' | t : — | d' : — ||

The same in staff notation.

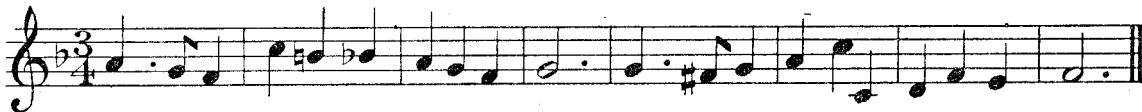


No. 2.

Key F.

{ m : .r:d | s : fe:f | m : r : d | r : — : — | r : .de:r | m : s : s<sub>1</sub> }  
 { l<sub>1</sub> : d : t<sub>1</sub> | d : — : — ||

The same in staff notation.



TIME TESTS.

No. 1. (About M. 66, beating twice to the measure.)

{ 1 : — : — | 1 : 1 : 1 | 1 : — : 1 | 1 : — : — | 1 : 1 : 1 | 1 : 1 : — }  
 { 1 : — : 1 | 1 : — : | 1 : — : — | — : 1 : 1 | : 1 : 1 | 1 : — : — ||

The same in staff notation. (About M.  $\dot{.}$  = 66.)



No. 2.

{ 1 : 1.1 | 1 : -.1 | 1,1,1,1 : 1.1 | 1 : | 1 : — | 1 : 1.1 | 1 : 1,1,1 | 1 : — ||

The same in staff notation.



*Needlework.—For Classes D and E. Time allowed: Three hours.*

[Before handing in your sewing work to the Supervisor, write your examination number clearly on each piece of it and on the label and the envelope provided, and fasten all your work together with needle and thread and attach the label, and enclose the whole in the envelope. Hand in the envelope to the Supervisor with your book of answers.]

1. Make a left sleeve for a little boy's night-shirt in accordance with the following directions: The piece of calico for the body of the sleeve is to be torn  $13\frac{1}{2}$  inches long and 15 inches wide, and the piece for the gusset  $4\frac{1}{2}$  inches square. The wrist-band, which is to be interlined, is to measure, when finished,  $7\frac{1}{4}$  inches long and 2 inches deep, and 6 inches round when buttoned. Sew and fell the under-arm seam, leaving 3 inches open at the wrist, and putting in the gusset at the other end. Hem or false-hem both sides of the opening at the wrist, finishing your work suitably where the hems meet in the seam. Gather and stroke and set into the band. Stitch the band. Cut and work a button-hole to suit the button provided. Sew on the button.

2. Use the smaller piece of flannel provided to patch the round hole in the larger piece.

3. Give a specimen of feather-stitching on the flannel.

4. Darn the straight cut in the flannel.

5. In what respect should the method of darning calico differ from that of darning flannel? Give reasons for your answer.

6. Show by a sketch how you would cut a shirt-sleeve to be put in without a gusset. What improvements in the cut of the body and yoke are made possible by the adoption of such a sleeve?

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