

1902.
NEW ZEALAND.

EDUCATION: TEACHERS' AND CIVIL SERVICE EXAMINATIONS.

[In continuation of E.—1A, 1901.]

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.

Education Department, Wellington, 30th April, 1902.

SIR,—

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 7th and the 15th days of the month, at the thirteen towns which are the seats of Education Boards, and also at Whangarei, Thames, Tauranga, Opotiki, Gisborne, Palmerston North, Masterton, Westport, Oamaru, Lawrence, and the Chatham Islands.

The number of candidates was 1,248, and of entries 1,279, made up as follows: For the Civil Service Junior Examination, 467; for the Civil Service Senior Examination, 143; for certificate examinations, 655; for drawing only (pupil-teachers), 14. Of the 467 candidates for the Junior Examination 27 entered for the Senior Examination as well, and 4 for certificate examinations. The number of candidates absent from examination was 112.

The expenses of the examinations amounted to £872 8s. 2d., and the fees paid by candidates to £1,018 15s. Printing and clerical work are not included in the account of expenses.

The results of the Civil Service Junior Examination were made known on the 19th February, those of the Senior Examination on the 21st, and those of the teachers' examinations on the 25th of the same month.

Of the 143 Civil Service Senior candidates 118 entered under the old regulations and 25 under the new; 42 coming up to complete examinations in which they had already been partially successful. In all 23 passed the whole examination, 44 achieved partial success at the whole examination, and 6 passed the first of the two sections into which the examination may be divided under the new regulations. (See *Gazette*, 27th February, 1902.)

The names of 294 of the Civil Service Junior candidates were published in the order of their marks in the *Gazette*, and 153 failed to reach the minimum required, which was 40 per cent. of the possible total.

Of the 14 pupil-teachers who entered under the regulation which allows them to come up for one division of drawing at a time, 6 satisfied the examiners.

At the teachers' examination, 6 were candidates for Class C (University examinations being taken into account), 187 were candidates for the whole examination for Class D, and 150, having been credited with "partial success" for Class D, came up to complete their examination; 227 were candidates for the whole examination for Class E, and 85 came up to complete the examination for that class. Among these 655 candidates were 153 candidates who had already passed for Class E, and were seeking promotion to Class D; and of the remainder—502 in number—135 were teachers in the service of the Boards, 275 were pupil-teachers, and 46 were normal-school students in training; while 18 were persons who had ceased to be teachers, pupil-teachers, or normal students, and 28 had never sustained any such relation to the public schools.

Of the whole number of 655 candidates, 231 have "passed" (4 for C, 103 for D, and 124 for E), and 210 have achieved "partial success" (97 for D, and 113 for E), while 235 have failed to improve their status. As the result of the examination, 140 new certificates have been issued (2 for Class C, 47 for Class D, and 91 for Class E), and 49 certificates of Class E have been raised to Class D.

1—E. 1A.

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 ...	153	49	...	...	27	...	76
Not passed before—							
Teachers ...	135	13	27	5	6	18	69
Pupil-teachers ...	275	23*	64	11	22†	80	200
Normal students ...	46	15*	3	3	17†	6	44
Retired ...	18	7	5	1	...	2	15
Outside candidates...	28	...	1	1	4†	5	11
Totals ...	655	107	100	21	76	111	415

* Including two for Class C.

† Including one who also gains partial pass for Class E. who also gain partial pass for Class E.

‡ Including three

The analysis of the results according to education districts 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
I. Candidates for promotion from E to D, 153 :—									
Auckland ..	..	..	..	50	17	..	..	11	..
Taranaki ..	..	..	..	6	..	..	..	3	..
Wanganui ..	..	..	..	23	10	..	..	1	..
Wellington ..	..	..	..	14	4	..	..	2	..
Hawke's Bay ..	..	..	..	9	1	..	..	3	..
Marlborough ..	..	..	..	4	1	..	..	2	..
Nelson ..	..	..	..	11	6	..	..	1	..
Grey ..	..	..	..	1	1	..	..	..	..
Westland ..	..	..	..	1	..	..	..	..	..
North Canterbury ..	..	..	..	15	3	..	..	2	..
South Canterbury ..	..	..	..	3	..	..	..	2	..
Otago ..	..	..	..	1	..	..	..	..	..
Southland ..	..	..	..	15	6	..	..	..	..
II. Candidates that have not passed before, 502 :—									
(a.) Teachers—135 :—									
Auckland ..	..	..	..	51	2	14	3	2	13
Taranaki ..	..	..	..	4	..	..	..	1	1
Wanganui ..	..	..	..	15	2	4	1	2	3
Wellington ..	..	..	..	9	..	1	..	..	1
Hawke's Bay ..	..	..	..	6	1	2	1	..	..
Marlborough ..	..	..	..	2	..	..	..	..	..
Nelson ..	..	..	..	7	..	1	..	1	..
Grey ..	..	..	..	7	1	..	..	..	..
Westland ..	..	..	..	4	1	1	..	..	..
North Canterbury ..	..	..	..	11	3	2	..	..	..
South Canterbury ..	..	..	..	2	..	1	..	..	..
Otago ..	..	..	..	13	3	..	..	..	..
Southland ..	..	..	..	4	..	1	..	..	..
(b.) Pupil-teachers—275 :—									
Auckland ..	..	..	..	61	4	9	1	5	23
Taranaki ..	..	..	..	16	..	1	..	1	6
Wanganui ..	..	..	..	43	..	13	..	1	16
Wellington ..	..	..	..	40	5*	6	2	8†	12
Hawke's Bay ..	..	..	..	38	1	19	6	1	11
Marlborough ..	..	..	..	3	..	..	..	..	1
Nelson ..	..	..	..	13	1	8	..	1	3
Grey ..	..	..	..	9	1	2	..	..	2
Westland ..	..	..	..	3	..	1	..	..	1
North Canterbury ..	..	..	..	12	4	3	2	..	1
South Canterbury ..	..	..	..	7	1	..	..	2	2
Otago ..	..	..	..	11	5	..	..	1	..
Southland ..	..	..	..	19	1	2	..	2	2
(c.) Normal students—46 :—									
North Canterbury ..	..	..	..	23	8	3	2	3†	5
Otago ..	..	..	..	23	7*	..	1	14†	1
(d.) Candidates that have retired from the service, 18 :—									
Wanganui ..	..	..	..	1	..	..	..	..	1
Wellington ..	..	..	..	2	1	1	..	..	..
Hawke's Bay ..	..	..	..	1	..	..	..	..	1
Nelson ..	..	..	..	4	1	1	..	..	..
North Canterbury ..	..	..	..	2	2	..	..	..	..
Otago ..	..	..	..	7	3	3	1	..	..
Southland ..	..	..	..	1	..	..	..	..	..

* Including two whose work counts for Class C.

† Including one who also gains partial pass for Class E. who also gain partial pass for Class E.

‡ Including two

	Pass for D.	Pass for E.	Pass for E, with Partial Pass for D.	Partial Pass for D.	Partial Pass for E.
(e.) Candidates that have not been in the service, 28:—					
Auckland	12	..	..	1	2
Taranaki	1	..	..	..	..
Wanganui	1	..	..	1	..
Wellington	2	..	..	..	..
Marlborough	2	..	..	..	..
Nelson	2	..	..	..	..
North Canterbury	1	..	..	1*	1
Otago	6	..	1	1	1
Southland	1	..	..	..	1

* Including one who also gains partial pass for Class E.

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	3	..	..	..	11	8
Auckland	26	2	9	..	99	59
Thames	4	1	1	..	7	6
Tauranga	..	..	..	..	1	1
Opotiki	..	..	..	..	1	1
New Plymouth	3	1	..	..	13	5
Wanganui	5	..	2	..	7	4
Palmerston North	1	..	..	..	5	2
Wellington	41	6	14	4	62	34
Masterton	3	..	..	2	17	8
Napier	5	1	3	..	21	17
Gisborne	3	1	..	..	1	1
Blenheim	2	..	2	..	4	1
Nelson	3	..	2	..	6	3
Westport	3	1	..	..	12	7
Greymouth	6	2	..	..	22	14
Hokitika	2	..	..	..	9	7
Christchurch	12	2	5	..	44	31
Timaru	2	..	2	..	16	13
Oamaru	4	2	..	..	19	12
Dunedin	7	1	2	..	57	38
Lawrence	3	..	2	..	11	11
Invercargill	5	3	..	..	20	11
Chatham Islands... .. .	..	..	..	..	2	..
Totals	143	23	44	6	467	294

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 drawing.

I have, &c.,

GEORGE HOBGEN,
Inspector-General of Schools.

EXAMINATION LISTS.

TEACHERS' EXAMINATIONS.

I.—PASSED FOR CLASS C. (University status being taken into account.)				Bayly, Robert Horatio Roy ..	..	Auckland.
Harrison, Wilkinson Lewins ..				Bond, Jane Alice ..	..	Nelson.
Smyth, Annie Isa ..				Bowater, Charles Henry Thomas ..	..	Wanganui.
Uttley, George Harry ..				Bowden, Bessie Ethel ..	..	N. Canterbury.
Van Staveren, Lena ..				Breeze, Catherine Jane ..	..	N. Canterbury.
				Brown, John Bee ..	..	Wellington.
				Bunting, Nelson D'Arcy ..	..	Wellington.
				Byles, Frank Roussel ..	..	Auckland.
				Carter, Elsie ..	..	Wellington.
				Clayton, John Charles ..	..	Wellington.
				Cockroft, George Walter ..	..	Otago.
				Combs, Frank Livingstone ..	..	Wellington.
				Crawley, Janet Lucy ..	..	Otago.
				Dale, Sarah ..	..	Otago.
				Dwyer, Ada Josepha ..	..	Westland.
				Elliott, Sydney James ..	..	Auckland.
PASSED FOR CLASS D.						
Allport, Edith May ..						
Anderson, David Dow ..						
Ansley, Arthur Frederick Thomas ..						
Archdall, Hewan Alexander ..						
Attwood, Frederick Charles ..						
Ball, Eleanor ..						
Basset, Louis William ..						

Fisher, Horace Robinson	Southland.	Caddy, Edward William Barron	Auckland.
Fisher, Nellie Worsley	Auckland.	Cadghley, Rachel	Hawke's Bay.
Fraser, Jeanette	Southland.	Cederholm, Daisy Oliana	Wellington.
Furrie, Leonard John	Wanganui.	Coates, Robert George	N. Canterbury.
Gabites, Frederick George	Wanganui.	Colebrook, Effie	Hawke's Bay.
Gilbert, Martha Jane	Nelson.	Collins, Jane Elsie	Auckland.
Gillespie, William Rollo	Auckland.	Cook, Ada Monica	Wellington.
Gittos, Auriol Eliza	Auckland.	Cooney, Hugh Owen	Auckland.
Gordon, Jane Young	Wanganui.	Cooper, Ethel Ruth	Wellington.
Goulding, John Hannington	Hawke's Bay.	Cooper, Rose Caroline	Hawke's Bay.
Green, Maud Letitia	Auckland.	Cowan, David	Hawke's Bay.
Greenup, Jessie Portia	N. Canterbury.	Cragg, Bertha	Auckland.
Hannam, Lilian Caroline	N. Canterbury.	Cross, Alice May	Hawke's Bay.
Harvey, Patrick	N. Canterbury.	Cullen, Arthur Richard	Hawke's Bay.
Hay, John Alexander	Otago.	Dash, Lucie	N. Canterbury.
Hintz, Alfred Andrew Sutherland	Otago.	Davidson, William	Hawke's Bay.
Hird, William Edward	Wanganui.	Dorset, Olive Mathews	Wellington.
Howden, Ada Lily	Wellington.	Evans, Sarah Edith	N. Canterbury.
Hughes, Alice Mary	N. Canterbury.	Fawcett, Frances Harriet	Auckland.
Irwin, Major George	Otago.	Gabites, Herbert Fletcher	Wanganui.
Jamieson, Robert Edward	Auckland.	Garton, Wilfred William	N. Canterbury.
Johnson, Jane	Auckland.	Gaze, Charlotte de Melber	Auckland.
Jones, Florence Alice	Otago.	Gordon, Kathleen	Wanganui.
King, Herbert William	N. Canterbury.	Gray, Georgina	Hawke's Bay.
Lavery, Catherine	Wanganui.	Greene, Frances Bertha	Hawke's Bay.
Lawrence, Edith Marion	N. Canterbury.	Gregory, Mary	Hawke's Bay.
Liggins, Charles William	Wanganui.	Griffiths, Elizabeth	Grey.
Lowrie, William	Auckland.	Hall, Sylvia Elizabeth	Auckland.
Lyders, Caren Louise	Otago.	Hanron, Clara	Nelson.
Lyons, Euphemia Margaret	Auckland.	Harden, Violet Margaret	Auckland.
Macalister, May	Marlborough.	Holyoake, Ada Jacka	Nelson.
McAllister, Agnes Gray	Southland.	Hook, Alfred Charles	Auckland.
McGrath, Joseph Speight	Otago.	Hook, Percy John	Auckland.
McKillop, David Sutherland	Southland.	Houghton, Jessie Henriette	Wellington.
McKinnon, Jessie Helen	N. Canterbury.	Howie, Ada Kate	Wanganui.
McLean, Catherine Mary	Nelson.	Howie, Florence Annie	Wanganui.
McLennan, Harry Thomas Wallace	N. Canterbury.	James, Flora Mary	Auckland.
Masson, William	Auckland.	Jennings, Eliza Mary	Auckland.
Moore, Isabella	Grey.	Josephson, Gertrude Ellen	Nelson.
Morland, Martha Jane	N. Canterbury.	Kelly, Laura Mabel	Auckland.
Murray, Florence	Otago.	Kelpe, Caroline	Nelson.
Oram, Harry	N. Canterbury.	Kenny, Arthur Alphonso	Auckland.
Orkney, Daisy Mary	Otago.	King, Edmund Arthur	Hawke's Bay.
Osborn, Mabel Edith	N. Canterbury.	King, Katie	Hawke's Bay.
Park, William Fraser	Southland.	Kitching, Beatrice Marion	Nelson.
Partridge, Alice Louisa	N. Canterbury.	Laing, Arthur Ernest	Auckland.
Paterson, Thomas	Otago.	de Lambert, Elizabeth Susan Endora	Otago.
Piggot, Ellen Mary	Auckland.	Lavery, Mary Sophia	Auckland.
Pretsch, Annie Mary	Otago.	Lawn, George	Nelson.
Reiling, Thorsten Frederick	Wanganui.	Leech, Grace Charlotte	Auckland.
Riley, Emma Jane	Hawke's Bay.	Lock, Gertrude Jane	Wanganui.
Riley, Lilly Gertrude	Nelson.	McCaul, Florence May	Wanganui.
Ritchie, Thomas Robertson	S. Canterbury.	McCormick, Agnes Spiers	Otago.
Rodger, William	Otago.	McElwain, Olive Noel	Auckland.
Saunders, Ann	N. Canterbury.	McEwen, Alethea Hope Andrina	Wanganui.
Scott, Mary	Wanganui.	MacKay, Thomas Etheridge Alexander	Auckland.
Scott, Thomas Chapman Campbell	Nelson.	McKenna, Lily	Wanganui.
Shanahan, Edward William	Auckland.	Mason, Francis Augustus	Wellington.
Smith, George Hugh	Auckland.	Mitchell, Georgina Mary	Hawke's Bay.
Smith, Lilian	N. Canterbury.	de Montalk, Emily Littré	Auckland.
Sörensen, Ethel	N. Canterbury.	Moore, Marguerite Dorothy	Westland.
Street, Samuel William	Nelson.	Morgan, Richard William	N. Canterbury.
Thompson, Frederick Grenville	Wellington.	Mossman, Leila Lucy	Wanganui.
Thompson, Robert John	N. Canterbury.	Oakley, Helen Agnes	Wanganui.
Thurston, Daniel Peter	Wanganui.	Pavitt, Clara Isabel	N. Canterbury.
Tobin, Charles Edward O'Hara	Auckland.	Peed, Edith Catherine	Wanganui.
Toy, Alice Maud	Auckland.	Peppler, Catherine Craig	N. Canterbury.
Urquhart, Henry Ritchie	Otago.	Plank, Louis John	Hawke's Bay.
Walker, Spenceley	Auckland.	Platts, Myrtle Emily	Otago.
Wallis, Eliza	Wellington.	Prendeville, Phoebe Margaret	Wellington.
Walton, Margaret Catherine	Wanganui.	Quigley, Sydney Herbert McGowan	Hawke's Bay.
Watson, Harold Clement Nelham	N. Canterbury.	Riordan, James Peter Paul	S. Canterbury.
Weenink, Agnes Mary Ann	Grey.	Roberts, Inez Mabel	Auckland.
Wilkes, Minnie Louisa	Nelson.	Robinson, Mary Kate	Southland.
Wilson, Charles	Auckland.	Rogers, Marmaduke	Nelson.
Wilson, Dinah	Otago.	Samson, Hettie Maud	Hawke's Bay.
Wilson, Henry Leonidas	Hawke's Bay.	Scott, Winifred	Auckland.
Wilson, Maud Matilda	Southland.	Shaw, Norman Henry	Hawke's Bay.
Wooller, Harold James	Auckland.	Sloan, Caroline	N. Canterbury.
Wraight, Grace Maud	N. Canterbury.	Small, Marianne Annie Taylor	Wanganui.
		Sparrow, Agatha	Nelson.
		Stark, Elizabeth May	Westland.
		Sweet, Mildred Thornton	N. Canterbury.
		Walker, Louis John	Wanganui.
		Ward, Emily Rosena	Otago.
		Warren, Minnow Fleda Inez	Wellington.
		Watson, Mary Elizabeth	Grey.
		Wilson, Frank Alexander	Hawke's Bay.
		Wilson, William Crawford	Auckland.
		Worley, Francis	Nelson.
		Wright, Gwendoline Florence	Nelson.
		Wright, Jane	Taranaki.
		Young, Ethel Eliza	Wanganui.

PASSED THE EXAMINATION FOR CLASS E.

Acheson, Catherine Edith Ann	Southland.
Alcorn, Kathleen Millicent	Wanganui.
Baker, Harriet Ellen	Hawke's Bay.
Barker, Mary Frances	N. Canterbury.
Black, Alice Rebecca	Hawke's Bay.
Blennerhassett, Emily	Wanganui.
Boyd, Annie Spencer	Southland.
Brabazon, Mary	Hawke's Bay.
Brown, Isabel Elizabeth	Otago.
Bullock, George Gilbert	Wanganui.

II.—OBTAINED "PARTIAL PASS" FOR CLASS D.

Adams, Gertrude Teresa ..	N. Canterbury.
Alley, Sarah Maude ..	Auckland.
Anderson, Annie Katharine ..	Otago.
Atkinson, Esther ..	Wellington.
Baker, Harriet Ellen ..	Hawke's Bay.
Barclay, Helen Turnbull ..	Otago.
Barker, Mary Frances ..	N. Canterbury.
Biggar, Bertley ..	Nelson.
Blackie, Walter Guthrie ..	Otago.
Boden, William James ..	Auckland.
Butcher, Margaret ..	Auckland.
Campbell, Alice Eileen ..	S. Canterbury.
Cartwright, James ..	S. Canterbury.
Caverhill, Thirza Mildred ..	Wellington.
Cederholm, Daisy Oliana ..	Wellington.
Coates, Robert George ..	N. Canterbury.
Colebrook, Effie ..	Hawke's Bay.
Cooper, Ethel Ruth ..	Wellington.
Cresswell, Olive Elizabeth Oceana ..	Nelson.
Croft, Ivy Muriel ..	Otago.
Cross, Alice May ..	Hawke's Bay.
Cruikshank, Jemima ..	Auckland.
Dash, Lucie ..	N. Canterbury.
Downard, Frederick Newman Reeve ..	Auckland.
Dugdale, Matilda Cargill ..	Otago.
Dugleby, Enid Alethea ..	Hawke's Bay.
Duncan, Stuart ..	Wellington.
Evans, Grace Mabel ..	Hawke's Bay.
Evans, Sarah Edith ..	N. Canterbury.
Falconer, Jeannie ..	Otago.
Feist, Hannah Elizabeth ..	Wellington.
Flux, Gladys Millington ..	Wellington.
Gaudin, Emma Charlotte ..	Wellington.
Graham, Jane Stevenson Barr ..	Otago.
Graham, William George ..	Auckland.
Haddow, Joseph George ..	Wanganui.
Hall, Sylvia Elizabeth ..	Auckland.
Hall-Jones, Harriet ..	S. Canterbury.
Hare, Frederick Wilmot ..	Auckland.
Heney, Dora Annie ..	Auckland.
Higgins, Vivian ..	Wellington.
Hitchcock, Maria ..	Wellington.
Hook, Alfred Charles ..	Auckland.
Howie, Florence Annie ..	Wanganui.
Hutton, Robert Guthrie ..	Auckland.
Irwin, Isabella ..	N. Canterbury.
Jackson, Mary Joan ..	Otago.
Kelly, Laura Mabel ..	Auckland.
Kent, Helen Mildred ..	N. Canterbury.
King, Edmund Arthur ..	Hawke's Bay.
King, Katie ..	Hawke's Bay.
de Lambert, Elizabeth Susan Eudora ..	Otago.
Lanyon, Harriett Beecher ..	N. Canterbury.
Latham, Robert ..	Auckland.
Litchfield, Alice Rose Ellen ..	Marlborough.
Lothian, Jeanie Marion ..	Otago.
McDonald, Elizabeth Jane Middleton ..	Otago.
McIvor, Georgina ..	Otago.
MacKay, Edward Hugh ..	Auckland.
McKay, Lillian Gormhuile ..	Auckland.
McKenzie, Georgina ..	Otago.
McPherson, Agnes Hamilton ..	N. Canterbury.
Maunder, Francis Bell ..	Wanganui.
Mercer, Olive ..	Otago.
Meyenberg, Arthur Maurice ..	Taranaki.
Mitchell, Georgina Mary ..	Hawke's Bay.
Murdoch, Albert ..	Auckland.
Papps, Mary Martha ..	Nelson.
Paterson, Jessie ..	Otago.
Pearson, Florence ..	N. Canterbury.
Platts, Myrtle Emily ..	Otago.
Ponsford, Mary Elizabeth ..	Auckland.
Pope, George Henry ..	Taranaki.
Richardson, Hannah Gertrude ..	Wanganui.
Robertson, Isabella Mary ..	Hawke's Bay.
Robinson, Florence Katherine ..	Auckland.
Robinson, Herbert John ..	Marlborough.
Roulston, James David ..	Hawke's Bay.
Sankey, Ida Mary ..	Auckland.
Service, William Albert ..	Southland.
Smart, John Thomas ..	S. Canterbury.
Smith, Gertrude Isabel ..	Auckland.
Stagpoole, Thomas ..	Wanganui.
Stewart, John ..	S. Canterbury.
Thomas, Joseph Wilkins ..	Taranaki.
Tomlinson, Annie Pourie ..	Otago.
Tuely, Catherine Bertha ..	Wellington.
Turnbull, Katharine Agnes ..	Auckland.
Vuglar, James ..	Auckland.
Walton, Margaret Ann Selina ..	Otago.
Ward, Emily Rosena ..	Otago.

West, Isaac Moody ..	Taranaki.
Wilson, Frank Alexander ..	Hawke's Bay.
Wilson, William Crawford ..	Auckland.
Woodhead, Ambler ..	Auckland.
Woodward, Elizabeth ..	Taranaki.
Wyatt, Gladys Marian ..	Wellington.
	Wanganui.

OBTAINED "PARTIAL PASS" FOR CLASS E.

Adams, Gertrude Teresa ..	N. Canterbury.
Allen, Harriette Mary ..	Auckland.
Armit, Katherine Napier ..	Wellington.
Atkins, Harry ..	Auckland.
Atkinson, Esther ..	Wellington.
Baird, Roberta Emilie Amy ..	Auckland.
Benner, Maud Charlotte ..	Auckland.
Bennett, William Dacre ..	Wellington.
Biggar, Mary Maxwell ..	Southland.
Birss, Hannah Jane ..	Auckland.
Black, Grace ..	Hawke's Bay.
Blow, Harold Isbister ..	Auckland.
Brown, William Alfred ..	Taranaki.
Bryant, Catharine Alice ..	Auckland.
Byers, Mary Hall ..	S. Canterbury.
Christy, Agnes Catherine Mary ..	Hawke's Bay.
Clapham, Florence Emily ..	Wanganui.
Cobb, Harriet Jane ..	Nelson.
Conway, Mabel Elizabeth ..	Auckland.
Crawford, Hugh Wentworth ..	Auckland.
Currie, Charlotte Clara ..	Taranaki.
Curteis, William Arthur ..	Wanganui.
Downard, Edith Jane Rintoul ..	Auckland.
Driller, William James ..	Hawke's Bay.
Driscoll, Ada Emily ..	Hawke's Bay.
Easthope, Catherine Mary ..	Wellington.
Ecclesfield, Evaline Sarah ..	Wanganui.
Elmslie, Bessie Graham ..	Wanganui.
Evans, Hermione Amy ..	Wellington.
Fawbert, Emma Louisa ..	Hawke's Bay.
Finlay, Sarah ..	S. Canterbury.
Gain, Annie Mary ..	Auckland.
Garland, Frank William ..	Auckland.
Gavey, Francis ..	Southland.
Gillett, Annie ..	Auckland.
Gray, Catherine ..	Wellington.
Gray, James Hawthorne ..	Hawke's Bay.
Hagenson, Matilda ..	Hawke's Bay.
Hamley, Florence Emma ..	Auckland.
Harvey, John Hooper ..	Auckland.
Harvey, Roderick Macgregor ..	Auckland.
Hastings, Elizabeth McTurk ..	Wanganui.
Hewett, Hewett Brett ..	Auckland.
Hewitt, Florence Nightingale ..	Auckland.
Holdaway, Helen Frances ..	Nelson.
Hosking, Vera Dewsbury ..	Auckland.
Hurren, Mary Pomona ..	Grey.
Ingram, Dorothea Robina ..	Auckland.
James, Louisa Lillian ..	Wellington.
Jamieson, Margaret ..	Wanganui.
Jones, Griffith Rogers ..	Auckland.
Joyce, Eden Harriette ..	Auckland.
Judkins, William Edwin ..	Auckland.
Kemp, May ..	Hawke's Bay.
Kempthorne, John Arnold ..	Nelson.
Keogh, Catherine ..	Auckland.
King, Margaret ..	Auckland.
Lewis, Annie Marie Leach ..	Grey.
Lightbourne, Reuben Charles Derham ..	Wanganui.
Lysaght, Annie Eliza ..	Auckland.
McCallum, Adina ..	Auckland.
McClure, Jane Evelyn ..	Hawke's Bay.
McColl, Anne Campbell ..	Wanganui.
Macey, Nellie Marie Stuart ..	Marlborough.
McGrath, Francis ..	Auckland.
McIlraith, Alice Emma ..	N. Canterbury.
McIvor, Georgina ..	Otago.
McKeown, Emily Maria ..	Wellington.
McLellan, Grace Young ..	Hawke's Bay.
McNab, Annie Elizabeth ..	Wanganui.
McPherson, Agnes Hamilton ..	N. Canterbury.
Mahon, Rose Millicent ..	Auckland.
Martin, Ethel Ellen ..	Hawke's Bay.
Matthews, George Howard ..	Auckland.
Mead, Hilda ..	Wanganui.
Meads, Zenobia ..	Wanganui.
Metge, Winifred Toler ..	Auckland.
Meyenberg, Doretta Jane ..	Wanganui.
Monstedt, Anna Marcelie ..	Auckland.
Morley, Helen Willans ..	Otago.
Moss, Mary Emma ..	Wellington.
Mounsey, Alice ..	Auckland.
Nicholls, Dora ..	N. Canterbury.
Noall, Alice Gabriel ..	N. Canterbury.

Osborne-Gibbes, Hinemarama	..	Wellington.
Palmer, Kate Miriam	..	N. Canterbury.
Paul, Ellen	..	Wellington.
Pearce, Elsie Minter	..	Taranaki.
Pearson, Florence	..	N. Canterbury.
Pole, Leonard Ernest	..	Wanganui.
Potts, Mary Isabel	..	Taranaki.
Robertson, Annie Grace	..	Wanganui.
Robinson, Lillie Isabel Ferguson	..	Wellington.
Rockell, Dulcia Martina	..	Wanganui.
Seebeck, Metta	..	Westland.
Sinclair, Jeanne Spiers	..	Taranaki.
Smythe, Madeline Elizabeth Crawford	..	Auckland.
Stace, Olive Martha	..	Wanganui.
Staite, Florence Marguerite	..	Wanganui.
Stewart, Katherine	..	Hawke's Bay.
Thompson, Phoebe Clarissa	..	Wanganui.
Train, Arthur Denniston Newton	..	Wanganui.
Waddell, Barbara Charlotte Naylor	..	Otago.
Waddell, William Herbert	..	Auckland.
Wanklyn, Grace	..	Wanganui.
Wells, Florence Mildred	..	Auckland.
Wernham, Alice Maria	..	Auckland.
White, Harold Temple	..	Taranaki.
Williams, Enid	..	Wellington.
Williams, Nellie Gertrude	..	N. Canterbury.
Wilson, Lucy Isabel	..	Taranaki.
Wright, Alice	..	N. Canterbury.
Young, Jane Bennett	..	Southland.
Young, Lillian	..	Auckland.

III.—PRIZES.

Experimental Science, Class D paper—	
Rodger, William, Otago, first prize.	
Uttley, George Harry, Otago,	} second prize.
Watson, Harold Clement Nelham, North Canterbury,	

Drawing—

Monstedt, Anna Marcelie, Auckland, first prize.
Gaze, Charlotte de Melber, Auckland, second prize.
Brown, John Bee, Wellington, third prize.

IV.—SPECIAL MENTION.

Adams, Gertrude Teresa, North Canterbury, arithmetic, Class E.
Arnold, Cecilia May, Nelson, arithmetic, Class E.
Attwood, Frederick Charles, Auckland, arithmetic, Class D.
Baker, Harriet Ellen, Hawke's Bay, geography, Class D.
Biggar, Mary Maxwell, Southland, history, Class E.
Black, Alice Jane, Southland, geography, Class E.
Breeze, Catherine Jane, North Canterbury, arithmetic, Class E.
Brown, John Bee, Wellington, algebra, Class D, and free-hand drawing.
Cederholm, Daisy Oliana, Wellington, arithmetic, Class D.
Coates, Robert George, North Canterbury, arithmetic, Class E.

Colebrook, Effie, Hawke's Bay, school-management.
Combs, Frank Livingstone, Wellington, arithmetic, geography, and history, Class D.
Cooney, Hugh Owen, Auckland, agriculture, Class E.
Dash, Lucie, North Canterbury, arithmetic, and algebra, Class D.
Davidson, William, Hawke's Bay, geography, Class E.
Driller, William James, Hawke's Bay, arithmetic, Class E.
Dudding, Katherine, Auckland, school-management.
Dugdale, Matilda Cargill, Otago, history, Class E.
Furrie, Leonard John, Wanganui, biology.
Gaze, Charlotte de Melber, Auckland, freehand drawing.
Graham, Jane Stevenson Barr, Otago, school-management.
Greene, Frances Bertha, Hawke's Bay, geography, Class E.
Greenup, Jessie Portia, North Canterbury, history, Class E.
Harvey, John Hooper, Auckland, arithmetic and agriculture, Class E.
Hewett, Hewett Brett, Auckland, agriculture, Class E, and school-management.
Hook, Alfred Charles, Auckland, geography, and history, Class D.
Hook, Percy John, Auckland, agriculture, Class E.
Judkins, William Edwin, Auckland, agriculture, Class E.
Kent, Helen Mildred, North Canterbury, history, Class D.
Lawn, George Grey, English, and arithmetic, Class E.
Lewis, Annie Marie Leach, Grey, arithmetic, Class E.
Litchfield, Alice Rose Ellen, Marlborough, algebra.
McKillop, David Sutherland, Southland, arithmetic, Class D.
Masson, William, Auckland, biology.
Maunder, Francis Bell, Wanganui, arithmetic, and geography, Class D.
Monstedt, Anna Marcelie, Auckland, freehand drawing.
Morland, Martha Jane, North Canterbury, history, Class E.
Moss, Mary Emma, Wellington, domestic economy.
Murdoch, Albert, Auckland, biology.
Murdoch, Alfred James, Auckland, biology.
Nicholls, Dora, North Canterbury, geography, Class E.
Partridge, Alice Louisa, North Canterbury, geography and history, Class E.
Pearce, Elsie Minter, Taranaki, domestic economy.
Pearson, Florence, North Canterbury, history, Class E.
Peed, Edith Catherine, Wanganui, domestic economy.
Pole, Leonard Ernest, Wanganui, arithmetic, Class E.
Relling, Thorsten Frederick, Wanganui, geography, Class D.
Riley, Emma Jane, Hawke's Bay, arithmetic, Class D.
Rodger, William, Otago, experimental science, Class D.
Shanahan, Edward William, Auckland, arithmetic, Class D.
Shaw, Norman Henry, Hawke's Bay, English, and geography, Class E.
Sørensen, Ethel, North Canterbury, school-management.
Tomlinson, Annie Pourie, Otago, school-management.
Uttley, George Harry, Otago, experimental science, Class D.
Wallis, Eliza, Wellington, arithmetic, Class D.
Watson, Harold Clement Nelham, North Canterbury, experimental science, Class D.
Woodhead, Ambler, Taranaki, arithmetic, and geography, Class D.
Worley, Francis, Nelson, agriculture, Class E.

CIVIL SERVICE JUNIOR EXAMINATION.

1. Martyn, William John	..	Oamaru.	25. Donovan, Arthur	..	Thames.
2. Wild, Herbert Arthur	..	Invercargill.	26. Woolley, Alice Maud Lydia	..	Whangarei.
3. Crawford, David Alfred	..	Hokitika.	27. Hardy, John	..	Oamaru.
4. Taylor, Ella Millicent	..	Auckland.	28. Norrie, John William Fairfax	..	Lawrence.
5. Hay, Ernst Peterson	..	Lawrence.	29. Blackwell, Gordon	..	Christchurch.
6. MacGibbon, Roy Gregor	..	Invercargill.	30. Burge, Archer Edward	..	Nelson.
7. Johnson, Thomas William James	..	Thames.	31. Bocket, Charles Edmund	..	Dunedin.
8. Lawrence, Frederick William	..	Christchurch.	32. Kennedy, Thomas	..	Oamaru.
9. Millier, Bertram William	..	Napier.	33. Wilkes, Edith Ellen	..	Nelson.
10. Watts, Ethel Steward	..	Auckland.	34. Rae, Robina	..	Lawrence.
10A. King, Herbert William	..	Christchurch.	35. Eyre, Charles Oswald	..	Auckland.
11. McNab, Peter	..	Auckland.	36. Hore, Arnold	..	Lawrence.
12. Burrage, Edith Alice Carse	..	Auckland.	37. O'Reilly, Ida Louisa	..	Opotiki.
13. Drummond, John	..	Napier.	38. White, Winnifred Ella Clare	..	Greymouth.
14. Batham, Helen Maud	..	Wellington.	39. Burnside, Margaret	..	Dunedin.
15. Galvin, Francis Henry Grattan	..	Wellington.	40. Clapson, Walter Leonard	..	Whangarei.
16. Mackenzie, Seaforth Simpson	..	Timaru.	41. Ashley, Hilda Mary	..	Christchurch.
17. Palmer, Alice May	..	Invercargill.	42. McIntosh, Gordon	..	Lawrence.
18. King, Constance Whitaker	..	Christchurch.	43. Nelson, Mary McDonald	..	Dunedin.
19. Colquhoun, Edith Jane	..	Whangarei.	44. Abercrombie, Frederick Norman	..	Auckland.
20. Kennedy, Agnes	..	Invercargill.	45. Boulton, Gerald Heatly	..	Whangarei.
21. Morgan, Kate Lawrence	..	Invercargill.	46. Hayes, Helena Jane	..	Christchurch.
22. Sanson, Vivian Henry	..	Wellington.	47. Banks, Ruby Bertha	..	Christchurch.
23. Caverhill, Agnes Marguerite	..	Christchurch.	48. Douglas, Noel McAlpine	..	Westport.
24. Cooke, Gertrude Florence	..	Napier.	49. McClure, George Walter	..	Auckland.

50.	Cross, Alexander James ..	Timaru.			Allan, James Sutcliffe ..	Dunedin.
	Moran, Florence Aileen ..	Wellington.			Butler, James Joseph ..	Wellington.
	Taylor, Julia Ellis ..	Auckland.	145.		Cooke, Alice Bertha ..	Napier.
	Cormack, Isabella ..	Lawrence.			Cullen, Joseph John ..	Wellington.
53.	Fannin, Harold ..	Invercargill.			Wilson, Edwin John ..	Nelson.
	Macdonald, John William ..	Dunedin.			Bisson, Clarence Henry ..	Napier.
	Thompson, Harold Tanton ..	Lawrence.	150.		Callam, Mabel ..	Wellington.
57.	Maffey, Leopold Dryden Stanley ..	Christchurch.			Smith, Louise ..	Masterton.
58.	Bundle, Henry Wilfred ..	Dunedin.			Weaver, Sarah Emma Hilton ..	Napier.
	Dawson, John ..	Napier.			Crowley, George Robert ..	Greymouth.
59.	Griffin, Elsie Mary ..	Auckland.	154.		Kruizenga, Annie ..	Greymouth.
	Tansey, Lionel Matthew ..	Napier.			Stubbing, Paul ..	Auckland.
62.	Dunstan, Percy ..	Thames.	156.		Walker, Hilda Mabel ..	Auckland.
	Brick, Elizabeth ..	Christchurch.			Beasley, Vincent Noble ..	Wanganui.
63.	McIntosh, Thomas ..	Greymouth.	158.		Hynes, Rose Imelda ..	Christchurch.
65.	Morgan, Henry ..	Gisborne.	160.		Radford, Mary Elizabeth ..	Westport.
66.	Jelfs, Venus Annie Maberley ..	Christchurch.			Pattie, Olive Emma ..	Dunedin.
67.	Ansley, Ivy ..	Auckland.	161.		Shepard, Henry Bertrand ..	Dunedin.
	Burns, Hilda Evelyn Maryn ..	Napier.			Tudhope, James McCurdy ..	Oamaru.
69.	Adamson, David ..	Christchurch.			Anderson, Peter Johan ..	Dunedin.
70.	Evans, Daisy Alice Mary ..	Timaru.	164.		Brooks, Jessie Jefcoate ..	Auckland.
	Churches, Thomas Ambrose ..	Auckland.	166.		Bishop, Stanley Joseph ..	Auckland.
71.	O'Connell, Bridget Ann ..	Wanganui.			Crowe, Kathleen Ethel ..	Auckland.
73.	Colquhoun, Percival Cantis ..	Whangarei.	167.		Scott, Charles Edward ..	Auckland.
	Curlett, Clarice Miriam ..	Christchurch.			Thomson, Francis ..	Invercargill.
74.	Rhodes, Fred. Norman ..	Auckland.			Armit, Katherine Napier ..	Wellington.
	Wills, Samuel John ..	Wellington.	170.		Rutherford, David ..	Dunedin.
	Breen, Elsie Josephine Lucinda ..	Dunedin.			Joseph, Archibald ..	Dunedin.
77.	Dale, James Murray ..	Napier.	172.		Schramm, Annie May ..	Hokitika.
	Martin, William ..	Dunedin.			Woods, George William ..	Dunedin.
	Veitch, Violet Isabel ..	Wellington.			Brockett, Frederick Charles ..	Wellington.
	Harvey, John James McGregor ..	Auckland.			Gambrill, Stephen ..	Wellington.
81.	O'Neill, Edward ..	Auckland.	175.		Rogers, Gladys Edgiva ..	Christchurch.
	Scantlebury, Percival John ..	Greymouth.			Smaill, Walter ..	Dunedin.
84.	Clark, George Smeaton ..	Thames.			Goudie, Elizabeth Mary ..	Hokitika.
	Cleary, Frank Patrick ..	Napier.	179.		Nicholls, Sarah Doris ..	Masterton.
85.	Pye, William Albert ..	Timaru.			Wilson, Janet Campbell ..	Dunedin.
	Williams, Emily Amelia ..	Wellington.	182.		Bundle, Edward Macfarlane ..	Dunedin.
	Larkin, John Patrick Joseph ..	Greymouth.			Caitcheon, William Gordon Gil-	
88.	London, Rubina ..	Dunedin.	183.		mour ..	Auckland.
	Mellsop, Winifred Lascelles Jenner ..	Auckland.			Ongley, Monica ..	Oamaru.
	King, Walter Samuel ..	Greymouth.	185.		Hamilton, John ..	Christchurch.
91.	Sharp, Henry Hey ..	Invercargill.			Maguire, May ..	Auckland.
	Lang, Thomas Ernest ..	Napier.			Heward, Edwin Harold ..	Whangarei.
93.	Smith, Gertrude Maud ..	Christchurch.	187.		Kilmartin, Teresa Agnes ..	Dunedin.
	Bowen, Charles Percy ..	Napier.			Ord, Percy Thomas ..	Timaru.
95.	Porteous, Robert McConnell ..	Dunedin.			Casey, Maud ..	Greymouth.
97.	Cunningham, Frederick Percy ..	Christchurch.	190.		Moir, George Herbert Mallis ..	Wellington.
98.	McElwain, Ruby Marie ..	Auckland.			Brennan, John Malachi ..	Dunedin.
99.	Dow, Beatrice Mary ..	Dunedin.	192.		King, Henry Seymour ..	Auckland.
100.	Gledhill, William Henry ..	Oamaru.			Batham, Guy Symonds Meacham ..	Wellington.
	Fitzgibbon, Johanna ..	Dunedin.			Campbell, Mary Innis ..	Auckland.
101.	Folley, Alfred Dodridge ..	Greymouth.	194.		Clinkard, Cecil Henry ..	Auckland.
103.	Dinneen, Richard Dalton ..	Auckland.			Green, Alfred William ..	Auckland.
	Armstrong, Mary Conboy ..	Masterton.			Hardy, Margaret Mary ..	Auckland.
104.	Robertson, Charles ..	Dunedin.			Hardie, Leonard Francis Dorey ..	Christchurch.
106.	Price, Ethel Rhoda ..	Christchurch.	199.		MacGibbon, John Gordon ..	Invercargill.
	Casey, Wilfred Charles ..	Wellington.			Fisher, Jessie ..	Dunedin.
107.	Downing, Mary Isabelle Catherine ..	Greymouth.	201.		Lyons, James Spence ..	Auckland.
	Pollock, Madge ..	Wellington.			Robertson, Hugh Alexander ..	Auckland.
	Collie, James ..	Dunedin.			Takle, Robert ..	Auckland.
110.	Tuer, Elsie ..	Christchurch.			Walmsley, Harold ..	Wellington.
	Williams, Ethel Dagmar ..	Lawrence.	206.		Curlett, Ilma Muriel Huston ..	Christchurch.
113.	Jordan, Percival Clifton ..	Dunedin.			Hastings, Margaret Esther ..	Dunedin.
114.	Willis, Vernon Ballance ..	Wanganui.			Alexander, John ..	Masterton.
115.	Ayson, Hugh Fraser ..	Wellington.	208.		Yeadon, Harry ..	Greymouth.
	Feeney, Patrick ..	Hokitika.	210.		Clarke, Helen ..	Timaru.
117.	Brooks, Frederick James ..	Lawrence.			Irvine, Balfour Mears ..	Auckland.
	Kelland, Martha Edith ..	Timaru.	211.		McKay, George Mitchell ..	Greymouth.
	Cagney, Thomas ..	Oamaru.			Smith, George Grant ..	Napier.
119.	Halliwell, Amy Agnes ..	Auckland.			Ewan, Alexander Stuart ..	Westport.
	Whitfield, Robert Henry ..	Auckland.	214.		McBride, Samuel ..	Timaru.
	Bishop, James Theophilus ..	Auckland.			Storey, Charles Leo ..	Whangarei.
122.	Downard, Ebenezer Thomas Owen ..	Whangarei.			Greig, Frank Cyril ..	Dunedin.
	Dwyer, Jessie ..	Lawrence.	217.		Hill, Leslie Gerald ..	New Plymouth.
	Simpson, Annie Vera ..	Napier.			Webb, Frederick Charles ..	Auckland.
126.	Stuart, Charles William ..	Blenheim.			Cogan, Florence May ..	Auckland.
	Morris, Felix Daniel ..	Greymouth.	220.		Johnston, Isabella Esther ..	Auckland.
	Pound, Thomas ..	Dunedin.			Leopard, John Henry ..	Wellington.
127.	Rodger, William John ..	Christchurch.			Price, Leila Catherine ..	Thames.
	Stuart, Frances Mary ..	Auckland.			Ibbetson, Ella Edith Laura ..	Masterton.
	Venning, Augustine Vincent ..	Timaru.	224.		Plunkett, Annie Elizabeth ..	Dunedin.
	Hewitt, Arthur Vincent ..	Wellington.			Thompson, Leslie Joseph ..	Palmerston N.
132.	O'Connor, Mary Gabriel ..	Christchurch.	227.		Wilson, George Graham ..	Wellington.
	Park, James Stobil McIntyre ..	Hokitika.	228.		Bay, Christian Charles John ..	Wellington.
	Collins, Edith Charlotte ..	Auckland.			Ilott, John Moody Albert ..	Wellington.
135.	McPadden, Winifred ..	Westport.	230.		Davidson, William Norman ..	Auckland.
	Maier, Cornelius George Delany ..	Dunedin.			Jordan, Catherine Mabel ..	Dunedin.
138.	Geaney, Victor Humphrey ..	Timaru.	231.		Stanton, Lorenzo Oakleith ..	Auckland.
	Saxton, Charles Waring Somes ..	New Plymouth.	233.		Turner, William Irvine ..	Christchurch.
	Brodie, Christina Kendall ..	Auckland.			Dunnnett, James ..	Lawrence.
140.	Dunn, David Willie Porter ..	Oamaru.			Gillow, George ..	Westport.
	Harte, William ..	Timaru.	234.		Heinz, Julie Rubina Francis ..	Hokitika.
	Heney, Charles Francis ..	Auckland.			Smith, William Brook ..	Auckland.
144.	McGettigan, Annie ..	Auckland.			Vallance, Nellie ..	Christchurch.

239.	McTaggart, Alexander ..	Wellington.	266.	Collins, Horatio Cecil ..	Christchurch.
240.	Scott, John ..	Timaru.		Freyberg, Cuthbert ..	Wellington.
241.	Young, Charles Maxwell ..	Auckland.		Staunton, Arthur Richard ..	Auckland.
242.	Worrall, Leonora ..	Auckland.	269.	Norman, Annie Kathleen ..	Christchurch.
243.	Badger, Hilda Mary ..	Tauranga.		Dawson, Alexander ..	Wellington.
	Sellar, David Arthur ..	Oamaru.	270.	Ross, Dudley ..	Oamaru.
	Bailey, Wenonah ..	Palmerston N.		Vyner, Helen Laura ..	Invercargill.
245.	Jones, Catherine Theresa ..	Christchurch.	273.	Knight, Thomas Henry ..	Timaru.
	Printzen, Marion Sara ..	Wellington.		Knowles, William ..	Hokitika.
	Chewings, Lois Adelina ..	Invercargill.	274.	Shain, William Ogilvie ..	Dunedin.
248.	Kelling, Dora Evelyn ..	Westport.		Westrup, Agnes Catherine Iva ..	Wellington.
	Sellar, Annie Martha ..	Masterton.		McKellar, Ethel Emma ..	Dunedin.
	Cairnie, Gilbert James Bryan ..	New Plymouth.	277.	Slattery, Martha ..	Wellington.
251.	Hall, Eveline Maud ..	Auckland.	279.	Hickey, Ellinor Kathleen ..	Wellington.
	Masefield, John ..	Auckland.		Gudgeon, Melville ..	Auckland.
	Sinclair, Ellen Evangeline ..	Auckland.	280.	Hanley, Patrick John ..	Oamaru.
	Herlihy, Eileen ..	Auckland.		Shearman, Walter Patrick ..	Auckland.
255.	Westmoreland, Leonard Beck ..	Napier.	283.	Ivimey, Mary Beatrice ..	Dunedin.
257.	Brown, Matilda ..	Auckland.		Fennell, Michael ..	Westport.
258.	Darnell, Gwendoline ..	Wellington.	284.	Smith, Charles Kirk ..	Wellington.
	Rawson, Thomas Frederick ..	Masterton.		Watson, William Adam ..	Greymouth.
260.	Sandford, Clarence Cecil ..	Christchurch.		Cannell, Hugh Nelson ..	New Plymouth.
	White, Charles Hunter ..	Wanganui.		Davis, Beatrice Maude ..	Napier.
	Dawe, Owen Henry Wickham ..	Christchurch.	287.	Marfell, Trevor ..	New Plymouth.
262.	Freeman, Charles John ..	Wellington.		Muir, Cecil Montague ..	Dunedin.
	Gardiner, Isabel Mary ..	Dunedin.		Witthford, Olive ..	Auckland.
	Marsdon, James Nelson Aroha ..	Thames.	292.	Iorns, Olive Evelyn ..	Masterton.
				Macpherson, Martin ..	Oamaru.

CIVIL SERVICE SENIOR EXAMINATION (OLD REGULATIONS).

PASSED.

Banks, Francis Donald ..	Wellington.
Copeland, William ..	Greymouth.
Donovan, Arthur ..	Thames.
Drummond, John ..	Napier.
Dyson, Frederic Selwyn ..	Greymouth.
Gillespie, Oliver Noel ..	Wellington.
Hawthorn, Harry ..	Wellington.
Hossack, Maud ..	Oamaru.
Kennedy, Mary Jane ..	Invercargill.
King, Constance Whitaker ..	Christchurch.
Loudon, Whittaker ..	Wellington.
Martyn, William John ..	Oamaru.
Miller, Charles Fredrick Chipman ..	Auckland.
Mullan, John Robinson ..	Wellington.
Reid, John ..	Dunedin.
Slowey, Anastasia Imelda ..	Westport.
Turnbull, Alfred Clarke ..	Invercargill.
Walter, Reginald Richard ..	Christchurch.
Wild, Herbert Arthur ..	Invercargill.

PARTIAL PASS.

Ashley, Hilda Mary ..	Christchurch.
Batham, Helen Maud ..	Wellington.
Bogle, Gilbert V. ..	Wellington.
Burge, Archer Edward ..	Nelson.
Clarke, James ..	Blenheim.
Cooke, Gertrude Florence ..	Napier.
Curlett, Clarice Miriam ..	Christchurch.
Gough, James Thomas ..	Auckland.
Goulter, Cecil Vernon ..	Blenheim.

Grant, Margaret Grace Donaldson ..	Wellington.
Hansen, David Ernest ..	Auckland.
Hay, Ernst Peterson ..	Lawrence.
Hayes, Helena Jane ..	Christchurch.
Hodges, David ..	Wellington.
Hudson, Wellesley Burgoyne ..	Wellington.
Johnson, Thomas William James ..	Thames.
Johnston, Thomas Arthur ..	Wellington.
Jones, Florence Mary de Vaynes ..	Auckland.
Lawrence, Frederick William ..	Christchurch.
McCaul, George William ..	Wanganui.
Mackie, Charles Handcock ..	Nelson.
McLennan, Robert George ..	Wellington.
McNab, Peter ..	Auckland.
McClure, George Walter ..	Auckland.
Millier, Bertram William ..	Napier.
Norris, John ..	Wellington.
O'Brien, Martin Joseph ..	Timaru.
Oliver, Walter Reginald Brook ..	Wanganui.
Patrick, John Crumie ..	Dunedin.
Prichard, George Pollard ..	Christchurch.
Rhodes, Fred Norman ..	Auckland.
Stewart, William ..	Timaru.
Strang, John Ferguson ..	Wellington.
Taylor, Julia Ellis ..	Auckland.
Wall, William Charles ..	Wellington.
Watts, Ethel Stewart ..	Auckland.
West, Percy Midgley ..	Auckland.
Will, George Wishart ..	Lawrence.
Withers, Geoffrey Tyndall ..	Wellington.

CIVIL SERVICE SENIOR EXAMINATION (NEW REGULATIONS).

PASSED THE WHOLE EXAMINATION.

Chisholm, George Galloway ..	Auckland.
Christie, James ..	Wellington.
Coad, William Thomas ..	New Plymouth.
Walshe, Harry Edward ..	Gisborne.

ACHIEVED PARTIAL SUCCESS AT THE WHOLE EXAMINATION.

Arthur, Henry ..	Wellington.
Lynch, William George ..	Napier.
Marshall, Arthur ..	Wellington.

Penfold, Richard William ..	Wellington.
Uren, Garnet ..	Dunedin.

PASSED THE FIRST SECTION OF THE EXAMINATION.

Cameron, William Alfred ..	Wellington.
Davis, Geoffrey Harold ..	Wellington.
McIntosh, Duncan Malcolm ..	Masterton.
Park, Alexander Dallas ..	Wellington.
Parton, David Edwin ..	Masterton.
Tanner, Walter Alfred ..	Wellington.

LIST OF EXAMINERS.

Adams, Charles E., B.Sc.	Hill, Mrs. Emily.
Barron, Clarke C. N.	Hutton, Frederick W., F.R.S., Professor in Canterbury College.
Browne, Montague H.	Hyde, Frank.
Chilton, Charles, M.A., D.Sc.	Isaac, Edmund C.
Corfe, Charles C., M.A.	Lawrell, Miss Maud E., M.A.
Davies, George H.	Lowrie, William, M.A., B.Sc.
Dinwiddie, William.	McArthur, Alexander, M.A., LL.D.
Easterfield, Thomas, M.A., Professor in Victoria College.	Maclaurin, Richard C., M.A., Professor in Victoria College.
Gilray, Thomas, M.A., Professor in the University of Otago.	Mathews, Rev. Richard T., B.A.
Grossman, Mrs. Edith H., M.A.	Meek, Alfred R., M.A., LL.B.
Gundry, William H., F.I.A. N.Z.	Parker, Robert.
Harkness, John, M.A.	Rowe, Thomas W., M.A.
Hawkes, Mrs. Lucy.	Segar, Hugh W., M.A., Professor in Auckland University College.
Hight, James, M.A., Lecturer in Canterbury College.	Wilson, Kenneth, M.A.

EXAMINATION PAPERS.

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

[All the sections should be attempted, but not more than one question may be taken in any one section. Sections I., II., and III. are specially important.]

SECTION I.

Draw up one of the following time-tables, showing clearly the work of each teacher:—

- (a.) For a country school, lower department, containing a primer class and Standards I. and II; staff,—an assistant female teacher, and a first-year pupil-teacher (male).
- (b.) For Standard VI. (girls) in a large city school; staff,—certificated female assistant.

SECTION II.

Write full teaching notes of a lesson of forty minutes' duration on *one* of the following subjects:—

- (a.) Simple addition with the ball frame (infants).
- (b.) Cutting out and fixing a man's plain day shirt.
- (c.) The hand (either for infants or for Standard VI.).
- (d.) The British coinage.
- (e.) Loyalty.
- (f.) Steam.

SECTION III.

Name the different registers kept in a public school. What is the information furnished by each? What is meant by the "working average," and how is it calculated? How is the average weekly roll ascertained?

SECTION IV.

1. On what grounds may a parent apply for and receive a certificate exempting a child from attendance at school?
2. What are the advantages and the disadvantages of place-taking? What use would you make of rewards in arousing the interest of your pupils, and what practical difficulties would you be likely to meet with in the distribution of those rewards?
3. Sketch a course of instruction to children on the meaning of a map.

SECTION V.

1. What is meant by "habit"? Explain its influence on character. Show how a teacher may improve the character of school children by means other than school lessons.
2. State some of the chief principles to be observed in the lighting and ventilation of a school-room.
3. What is meant by each of the terms: "Explanation," "description," and "definition," when used in reference to teaching? State some rules that should guide you in the giving of a definition.

SECTION VI.

1. Give your views on manual instruction or handwork in elementary schools, and explain how you would put those views into practice: (a) in a village school, (b) in a city school.
2. What are the special advantages of the learning of elementary science as an intellectual discipline? Say what branch, if any, you would choose, and show how it fulfils the conditions you lay down.
3. What is "memory"? State as far as you can the conditions of remembering, and discuss the question how far the acquisition of a faithful and tenacious memory for one department of knowledge involves an improvement of memory in general.

Music.—For Classes D and E. Time allowed : 3 hours.

INSTRUCTIONS TO CANDIDATES.

(a.) For the sake of uniformity it is requested that the notes of the scale be referred to by their Tonic Sol-fa names—Doh, Ray, Me, Fah, Soh, Lah, Te—or their initial letters.

(b.) The Tonic Sol-fa terminology is used throughout this paper as being the more generally known among school teachers; but, where it is considered necessary, explanations in ordinary musical language are given in brackets, thus: "Three-pulse measure [Triple time]."

(c.) Answers requiring the use of the Staff notation may be written in their proper place in the body of the paper, candidates ruling their own staves.

(d.) All candidates are expected to attempt the practical work (Question 13).

1. Show by a diagram one octave of (a) the diatonic major scale; (b) the harmonic minor scale, with the tones and semitones properly spaced. [The diagram should be sufficient in itself, without written explanation.]

2. Write, in either notation, a time exercise of eight two-pulse measures [eight bars of duple time], introducing one-pulse, half-pulse, and quarter-pulse tones [crotchets, quavers, and semi-quavers]; also pulse-and-a-half tones [dotted crotchets], and whole-pulse and half-pulse silences [crotchet and quaver rests]. The exercise to be written on one note throughout.

3. Give examples, in either notation, of an augmented fourth, a minor seventh, a diminished (or imperfect) fifth, and an augmented second. In what form of scale does the latter interval occur?

4. Distinguish between simple and compound times; and write in either notation a few measures [bars] of compound time.

5. Give the meanings of (a) Sostenuuto, (b) Legato, (c) dolce, (d) morendo, (e) piu animato, (f) sforzando.

6. Describe some simple exercises for training the ear, suitable for classes of children.

7. How would you teach a round? What is the chief use of rounds in school classes?

8. Name the three principal chords in a key.

9. How should boys' voices be trained, with the view of developing the proper singing voice and securing sweetness of tone?

10. What subjects would you introduce in an ordinary class-singing lesson of thirty minutes?

11. In some mixed classes it is customary in part singing to make all the girls sing treble, and all the boys alto or second treble. Criticize this plan.

12. Write, as for a class (in either notation), any tune you can remember.

13. Take the practical tests.

Any two of the following phrases to be imitated by the candidate from the Examiner's pattern:—

Key F. (a.) { s : f m : t d : — : Key C. (c.) { s : m t : l s : — :	Key F. (b.) { m : fe s : t d : — : Key C. (d.) { d : r m : s d : — :
---	--

The following time test to be sung to Lah, on any convenient note, the Examiner giving the rate of speed.

About ♩ = 66.

{ 1 : 1.1 | 1.1 : 1 | 1 : 1.1,1 | 1 : 1.1,1 : 1 | 1.1 : 1 | 1.1 : 1 | 1.1 : 1 | 1 : — ||

The following tune test to be sung to the sol-fa syllables, and then to Lah, the Examiner giving the key-note:—

Key G.

{ d : m | s : — f | m.r : d.r | m : d | f : m | r : — s | s.fe : m.fe | s : — }
 { s : t | r : — f | m.r : de.r | m : s | d : ta | l.t : d.r | m : r | d : — ||

[The same tests in the staff notation.]

Any two of the following phrases to be imitated by the candidate from the Examiner's pattern:—

(a)

(b)

(c)

(d)

About ♩ = 66. The following time test to be sung to Lah, on any convenient note, the Examiner giving the rate of speed:—

The following song test to be sung to the sol-fa syllables or to *lah*, the Examiner giving the key-note. (The key may be transposed at the discretion of the Examiner.)



Needlework.—For Classes D and E. Time allowed: 3 hours.

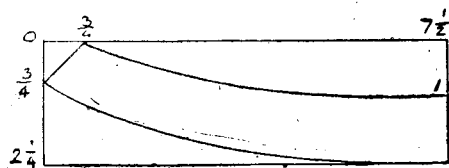
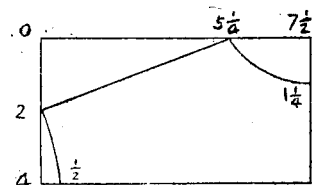
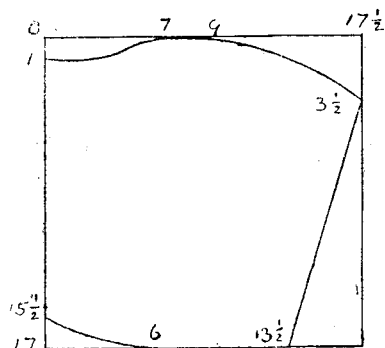
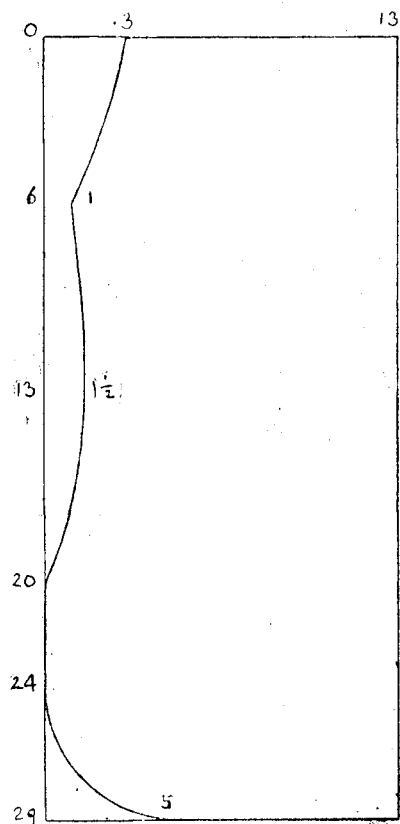
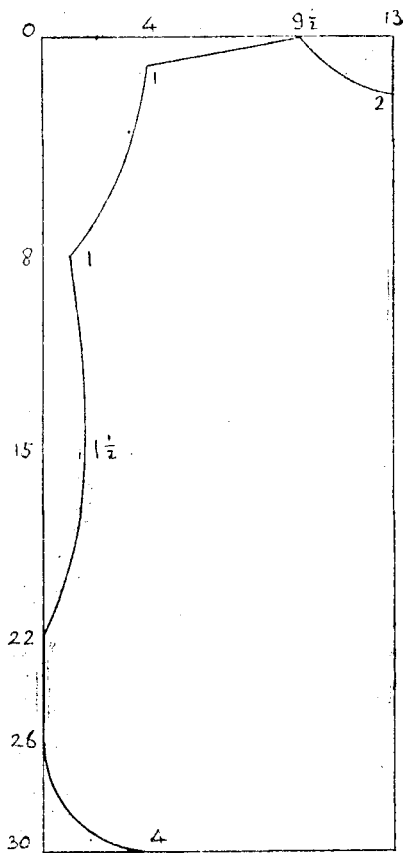
[You are expected to finish one of the first two questions, and you may attempt both. Note that the red lines on the paper for drawing patterns indicate the direction of the warp.

Questions 6 and 7 may be omitted by candidates that take Question 8, the practical test in knitting.

On every piece of paper that you use write your examination number. Fasten all your other work together with button-hole thread and attach the label provided, on which write your examination number.]

1. Draw a full-sized pattern of a woman's combination garment, making the greatest length 45 in. and the greatest half-breadth 37 in.

2. Draw a full-sized pattern of a boy's shirt, to the measures indicated in the given sketch, which is not drawn to one scale.



3. Take the piece of calico supplied, and tear off a square piece from the torn end of it; set the torn edge of the remainder into a band 1 in. wide and 4 in. long, leaving 1 in. at each end plain, and gathering the middle part. The band is to be made from part of the square piece that you have torn off.

4. Patch the hole in the piece of calico that you have gathered, taking the patch from the square that you have torn off.

5. Take the piece of flannel supplied: fold it as for a wrist-band, and baste or tack the layers together: near one end sew on the button supplied, and near the other end cut a button-hole suitable for the button, and work it with the thread provided.

6. Where should stay-tapes or strengthening tapes be used? Explain, by drawing or otherwise, how they should be placed.

7. What are the comparative advantages and disadvantages of flannel and of flannelette as materials for clothing?

8. Cast on seventy-two stitches on three needles: knit twelve rows of the ankle of a stocking: turn the heel: work as much of the foot as the wool will allow: cast off.

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

1. Describe Atwood's machine, and explain clearly how you would use the instrument to demonstrate the laws of falling bodies.

2. State the laws of Boyle and of Charles.

A litre of air at 0° C. and 760 mm. pressure weighs 1.293 gram. What will be the weight of 100 cubic centimetres of air at 20° and 700 mm. pressure?

3. Define the term "specific gravity." How would you determine the specific gravity of sugar, and of strong sulphuric acid?

4. Give a short account of the phenomenon of sound interference, and describe any experiments which you would show in order to give your class clear notions on the subject.

5. State the laws of refraction of light. How do you account for the fact that white light passing through a triangular glass prism gives rise to a coloured spectrum, but that no such effect is observed when the light passes through a glass plate with parallel sides?

6. What do you understand by the boiling-point of a liquid? Show how, by taking advantage of the difference in boiling-points, water and alcohol may be partially separated from each other. (Sketch a suitable apparatus for this purpose.) Why is it impossible to prepare anhydrous alcohol by this process?

7. What chemical effects are observed when an electric current is passed through a solution of (a) copper sulphate, (b) dilute sulphuric acid? Why is it usually necessary to employ a battery of at least two cells in performing these experiments? Show, by a sketch, how the whole apparatus would be arranged.

8. What do you understand by allotropy? State clearly how you would prepare the allotropic forms of sulphur. Why are charcoal and graphite believed to be different forms of one element?

9. What are the chief constituents of ordinary flour? Why is bread more readily digested than wheat? Explain the use of baking-powder and of yeast in raising dough.

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

1. Explain the meaning of the terms *mass*; *momentum*; *inertia*; *energy*. Illustrate by examples what is meant by the "conservation of energy."

2. What is a crystal? If you were given some powdered alum mixed with fine sand, how could you get crystals of alum?

3. Show by diagrams how combinations of pulleys may be used to raise heavy weights, and give in each case the relation between the power and the weight.

4. What are the laws of reflection of light? Draw the appearance presented by the reflection in a plane mirror of each of the letters C, A, N, standing in a plane parallel to the surface of the mirror.

5. Describe some common form of electro-magnet, and explain the principle on which its action depends. Describe the parts and the action of an electric bell.

6. How are winds caused? What is a cyclone?

7. How is hydrochloric acid prepared? Give its chief properties.

8. What is the diaphragm, and where is it situated? Name the various organs adjacent to it on its upper and on its lower surface.

9. Give briefly the more important physical and chemical changes involved in the burning of a candle.

10. What functions do the leaves of plants perform?

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

1. What is meant by "pasteurised milk"? What advantages or disadvantages has it as compared with ordinary milk?

2. What proofs can you give of the circulation of the blood?

3. What is the normal temperature of the human body? How would you ascertain a patient's temperature, and what indication does it give you of his condition?

4. What is soap? Why is it used in the washing of clothes?

5. State fully how you would boil (a) potatoes, (b) green peas, (c) a leg of mutton?

6. Compare fish, beef, cheese, broad beans, and bread, as foods.
7. State briefly the various points you would consider if you were selecting a dwellinghouse in a town.
8. What is linen? Compare linen cloth and cotton cloth with reference to their suitability for clothing and other household purposes.
9. What is yeast? Explain why it is used in the process of bread-making.
10. What is an infectious disease? What precautions would you take in the treatment of a patient suffering from an infectious disease?

Elementary Knowledge of Agriculture.—For Class D. Time allowed: 3 hours.

1. What is meant by cross-fertilisation of cereals? Describe the process, and state its importance.
2. Write a short note on the action of bacteria in soils.
3. Explain fully the advantages arising from the use of underground drainage.
4. Write a short note on superphosphate of lime, its manufacture, application, and utility.
5. State clearly how you would propose, if you had a small plot of land available, to demonstrate to your pupils that the presence of bunt or smut in wheat argues carelessness or ignorance on the part of the farmer.
6. State what experiments you would conduct in giving a lesson on capillarity in soils.
7. A lecturer one hundred years ago used these words: "It is not uncommon to find a number of changes rung upon a string of technical terms, such as oxygen, hydrogen, carbon, and azote, as if the science of agriculture depended upon words rather than upon things." Discuss the criticism, and indicate in outline how you would propose, in your practice of teaching, to avoid the error referred to.

Elementary Knowledge of Agriculture.—For Class E. Time allowed: 3 hours.

[Six questions to be answered.]

1. Discuss the conditions that determine the fertility of soils.
2. State what you know of the changes that occur in the wheat plant after it has bloomed.
3. Sir Humphry Davy, lecturing at the beginning of the nineteenth century, advanced the opinion that plants fed on carbonaceous matter. Criticize this theory in the light of later knowledge.
4. Why do farmers plough land?
5. Write a short article on bone manures.
6. Virgil believed that a good wheat crop might be expected from land—
 "Where vetches, pulse, and tares have stood
 And stalks of lupines grown . . ."
- How has late investigation justified his belief?
7. Describe what preventive processes you would adopt against bunt or smut in wheat.

General Agriculture.—For Civil Service Senior (New Regulations). Time allowed: 3 hours.

1. Discuss the conditions that determine the fertility of soils.
2. State what you know of the changes that occur in the wheat plant after it has bloomed.
3. What is meant by cross-fertilisation of cereals? Describe the process, and state its importance.
4. Write a short note on the action of bacteria in soils.
5. Explain fully the advantages arising from the use of underground drainage.
6. Write a short note on superphosphate of lime, its manufacture, application, and utility.
7. Describe the management of stud cattle from birth to two years old.
8. Write a short note indicating the characteristics that would guide you in judging the fleece of a merino ram, and point out the relative importance of these characteristics.

English Grammar and Composition.—For Class D. Time allowed: 3 hours.

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

1. Point out, with examples, the effect of the Norman Conquest (1) on the vocabulary, and (2) on the grammar, of the English language.
2. Trace, with examples, the history of the element of number in English nouns.
3. Mention and illustrate the chief uses of the subjunctive mood in English.
4. Rewrite the following sentences in correct English:—
 - (1.) The moulting season is a very delicate and interesting period both for birds and bipeds.
 - (2.) He was arrested in bed, and attempted to commit suicide by firing a pistol at his head, which he had concealed among the bed-clothes.
 - (3.) I would have liked to have asked him a question.
 - (4.) Of all the eminent men of his time, he appears to have been the most talented, reliable, and truthful, and acted throughout in harmony with his own sincere nature.
 - (5.) You have already been informed of the sale of Ford's Theatre, where Mr. Lincoln was assassinated, for religious purposes.

5. Convert the following sentences into a sentence consisting of one principal and four dependent clauses:—

- (a.) The French crusaders were unlike the Romans and the English.
- (b.) The Romans and the English deliberately developed a plan for conquering the world.
- (c.) The French crusaders were unlike the Germans.
- (d.) The Germans waged war to obtain land.
- (e.) The French crusaders launched forth on adventurous quests with vigour and dash.
- (f.) They won victories.
- (g.) They were utterly unable to reap the benefits of the victories.
- (h.) This was owing to their temperament.
- (i.) They have rarely put the victories to any practical end.

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

- (1.) Facts and fancies.
- (2.) Educational value of the habit of correct observation.
- (3.) Dickens and Thackeray: a criticism and a contrast.

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

from the gorgeous sunlight i turned round to the corpse there lay the sweet childish figure there the angel face and as people usually fancy it was said in the house that no features had suffered any change had they not the forehead indeed the serene and noble forehead that might be the same but the frozen eyelids the darkness that seemed to steal from beneath them the marble lips the stiffening hands laid palm to palm as if repeating the supplications of closing anguish could these be mistaken for life had it been so wherefore did i not spring to those heavenly lips with tears and never ending kisses but so it was not.

[Candidates are requested to write the punctuation exercise on a separate sheet of paper. 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 use a separate sheet of paper for the spelling exercise. No marks will be given for any word that contains a doubtful letter. The letter "i" must be dotted, and the letter "e" must be looped.]

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

The Supervisor will please read the words aloud once, and then dictate them to the candidates.

He will please be so good as to draw the attention of candidates to the directions with regard to Questions 7 and 8.

He will be so good as to read through and then slowly dictate the following words and passage, afterwards reading the words and passage again to afford opportunity for correction. Candidates are to be informed of the meanings of the words as they are given in brackets:—

(a.) 1. Hygiene (science of health). 2. Synchronous (happening, or existing, at the same time). 3. Elegiac (belonging to elegy, mournful). 4. Naiad (a water-nymph). 5. Languor (dullness, listlessness). 6. Foreboding (apprehension of coming evil). 7. Desuetude (disuse). 8. Pseudonym (an assumed fictitious name). 9. Amorphous (shapeless). 10. Fidgety (restless, uneasy).

(b.) Methinks I see in my mind a noble and puissant nation rousing herself like a strong man after sleep, and shaking her invincible locks: methinks I see her as an eagle kindling her undazzled eyes at the full midday beam; purging and unscaling her long abused sight at the fountain itself of heavenly radiance; while the whole noise of timorous and flocking birds, with those also that love the twilight, flutter about, amazed at what she means, and in their envious gabble would prognosticate a year of sects and schisms.

English Grammar and Composition.—For Class E, and for Civil Service Junior.

[Notice to Candidates.—All candidates are requested to attempt the spelling and the punctuation exercise. The answers should be arranged in the order in which the questions are set.]

1. What do you mean by the following terms: gerund; complementary infinitive; strong conjugation; relative pronoun; adverbial objective? Give an example of each.

2. To what foreign languages has English been chiefly indebted for the enrichment of its vocabulary, and for what classes of words?

3. Analyse fully the following passage, and parse the words in italics:—

For *what were it to lie*
Sleek, crowned with roses, *drinking* vulgar praise
And surfeited with offerings, the dull gift
Of ignorant hands—all *which* I *might* have known—
To this diviner failure? Godlike 'tis
To climb upon the icy ledge, and fall
Where other footsteps *dare* not.

4. Explain the advantages of brevity in composition. Mention the various devices by which brevity may be obtained, and give illustrative examples.

5. Point out any errors you see in the following sentences, and rewrite them in correct English:—

- (a.) The fleet were under orders to sail when the admiral died suddenly.

- (b.) John Smith begs to announce that he has taken over the business of Mr. James Brown, and I hope, by strict attention to business, to merit a share of public support.
- (c.) As he walked along the road he noticed how cheerfully the birds sang and how sweetly the flowers smelt.
- (d.) He is a man whom I think, taking all things into consideration, deserves encouragement.
- (e.) This shelf will hold about eighteen moderately sized volumes.
- (f.) There is no doubt that Shakespeare was one of the greatest authors that has ever lived.
6. Write a short essay (at least a page in length) on *one* of the following subjects, paying careful attention to expression, punctuation, and neatness of form :—

- (a.) The benefit of her colonies to Great Britain.
- (b.) Patriotism.
- (c.) Achievements of the Nineteenth Century.

7. Punctuate the following passage, and put capitals where they are required :—
 at the end of the town i was accosted by a fiery-faced individual somewhat under the middle size dressed as a recruiting sergeant young man said the recruiting sergeant you are just the kind of person to serve the honourable east india company i had rather the honourable company should serve me said i of course young man well the honourable east india company shall serve you thats reasonable here take this shilling tis service money the honourable company engages to serve you and you the honourable company both parties shall be thus served thats just and reasonable and what must i do for the company only go to india thats all and what should i do in india fight my brave boy fight my youthful hero what kind of country is india the finest country in the world rivers bigger than the ouse hills higher than anything near spalding trees you never saw such trees fruits you never saw such fruits and the people what kind of folk are they.

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

[Candidates are requested to number the words, to arrange them in a column, and to use a separate sheet of paper for the spelling exercise. No marks will be given for a word that contains a doubtful letter.]

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

The Supervisor will please be so good as to draw the attention of candidates to the directions with regard to questions 8 to 9.

The Supervisor will be so good as to read through and then slowly dictate the words given below, afterwards reading the whole of them again to afford opportunity for correction. The words in brackets are not to be written by the candidates, but are to be read out by the Supervisor to assist the candidates in recognising the words that they are to spell.

1. Aneurism (disease of an artery). 2. Unparalleled (having no equal). 3. Osseous (bony). 4. Lethargy (sluggishness). 5. Cygnet (young swan). 6. Escutcheon (shield or shield-like plate). 7. Holocaust (burnt sacrifice). 8. Mnemonics (art of memory). 9. Parochial (belonging to a parish). 10. Satellite (companion, follower, or attendant). 11. Connoisseur (judicious critic). 12. Pneumonia (inflammation of the lungs). 13. Tyranny (despotism). 14. Mortgage (security for debt). 15. Plagiarist (stealer of another's writings). 16. Pyrotechnics (fireworks). 17. Souvenir (reminbrancer or keepsake). 18. Panegyric (eulogy). 19. Schismatic (one that causes separation or breach of unity). 20. Paucity (fewness). 21. Patronymic (family name). 22. Hyperbole (exaggeration). 23. Plebeian (belonging to the mass of the people). 24. Impugn (attack). 25. Pachydermatous (thick-skinned).

English. Paper I.—Précis-writing and Correspondence.—For Civil Service Senior (Old and New Regulations). Time allowed: 3 hours.

[Note.—All the questions should be attempted. No candidate can pass that does not attempt Question 1, and part, at least, of Question 2.]

I. Correspondence :—

(a.) Make, for record purposes, an index of the following letters, numbered in order, with dates, names of writers and receivers, and the subject and purport, stated as succinctly as possible.

(b.) The Assistant Secretary wishes to inform the Resident Agent at San Francisco of the information contained in letter No. 21 with its enclosure. Draft a letter restating such points as the Resident Agent ought to be made acquainted with in order that he may fully understand the position.

(c.) The matter is to be brought before Cabinet, which is not yet fully aware of the circumstances. Make a concise *précis* for the information of Cabinet, omitting no essential fact.

(No. 1.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the SECRETARY, General Post Office, Wellington.

SIR,—

San Francisco, 11th December, 1895.

I have the honour to report that a fast express train from the Atlantic seaboard to San Francisco has lately been inaugurated, which has reduced the time occupied between New York and this city to a little over four days, arriving here at 8.45 p.m. instead of 10.45 a.m. the following

day. In order to secure the benefit of the faster service for the transmission of the New Zealand outward mails I deemed it advisable to communicate with the Foreign Mail Department at Washington. A copy of my communication; and the reply thereto, is herewith enclosed for your information. I also interviewed Messrs. J. D. Spreckels and Brothers Company in reference to the earlier despatch of the contract steamers from this port. These gentlemen seem to be of the opinion that a despatch from this port on Thursday at 9 a.m. or 10 a.m. should be satisfactory. But I am of the opinion that a departure at, say, midnight of Wednesday would be more satisfactory. A departure at that hour would be quite feasible and in accordance with the custom prevailing during a considerable portion of the period during which the Pacific Mail Company were the contractors. I do not see why the colonies should not reap the full benefit of the time gained by the increased speed of the overland transit. The change in the hour or even day of the departure in this case will not in any measure affect European or Eastern United States despatches.

I should be pleased to be placed in possession of your views upon this subject at an early moment. The continuance of the special express referred to, however, is not at present assured beyond the continuance of the winter season.

Trusting my actions as outlined above may meet with your approval,

I have, &c.,

W. Gray, Esq.,
Secretary, Post and Telegraph Department, Wellington.

H. STEPHENSON SMITH,
Resident Agent.

(Enclosure 1 in No. 1.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the SUPERINTENDENT OF FOREIGN
MAILS, Washington, D.C.

SIR,—

San Francisco, 16th November, 1895.

I have the honour to direct your attention to an announcement in the Press that it is contemplated initiating a fast express train, on and after the 25th instant, which will make the through journey from New York to San Francisco in four days, the route chosen being by the New York Central and Hudson River, the Lake Shore and Michigan Southern, the Chicago and North-Western, the Union Pacific, and the Central Pacific Railroads. I am informed by the Southern Pacific Railroad Company of this city that this fast express is assured, during the winter season, and, further, that no arrangements have yet been made whereby the United States mails are to be carried upon these trains. I would therefore like to ascertain whether the United States postal authorities propose to make arrangements for eastern connections, in order that this fast express can be utilised to the advantage of the Australian-British mails in transit from the United Kingdom to the colonies.

As the subsidy to the Canadian mail route is now under consideration of the New Zealand Parliament, with prospects of favourable consideration, I am extremely anxious to secure the advantages of any acceleration of speed in transit, in order to demonstrate the superiority of the American route. Your kind and early consideration of this matter will be esteemed, as some change may be rendered necessary in the departure of the connecting steamer from this port.

I have, &c.,

N. M. Brooks, Esq.,
Superintendent of Foreign Mails, Washington, D.C.

H. STEPHENSON SMITH,
Resident Agent.

(Enclosure 2 in No. 1.)

The SUPERINTENDENT OF FOREIGN MAILS, Washington, to the RESIDENT AGENT FOR NEW
ZEALAND, San Francisco.

Post Office Department, Office of Foreign Mails, Washington, D.C.,

SIR,—

30th November, 1895.

Referring to your letter of the 16th instant, asking to be advised whether this department contemplates making arrangements to utilise the fast express train which went into service on the 25th instant from New York to San Francisco, for forwarding across the continent the closed mails for the Australian Colonies received at New York from Great Britain, I have the honour to inform you that the train referred to leaves New York at 1 p.m., and is provided with the necessary equipment for the transmission of all correspondence for San Francisco (including British-Australian closed mails), and that all of said correspondence and mails available for despatch at the hour named are required to be forwarded by the train in question.

I am, &c.,

H. Stephenson Smith, Esq., Resident Agent for
New Zealand, San Francisco, Cal.

N. M. Brooks,
Superintendent of Foreign Mails.

(No. 2.)

The SECRETARY, General Post Office, Wellington, to the MANAGING DIRECTOR, Union Steam
Ship Company, Dunedin.

Post and Telegraph Department, General Post Office,
Wellington, 20th December, 1895.

SIR,—

I have the honour to enclose copy of a telegram which appeared in the San Francisco *Morning Call* on the 13th ultimo, relative to an acceleration of the train-service between Chicago and San Francisco. In reporting on the matter the Resident Agent for the colony in San Francisco states that at present it is only intended to make the change during the winter months. As, however, this is the season during which it is most desirable to make close connection with the mail-steamers, advantage should, if possible, be taken of the saving of time effected by the new service.

You will observe that the British mails for the colonies will now arrive at San Francisco on Wednesday at 8.45 p.m., and no doubt arrangements could be made for the steamers to leave immediately thereafter. I shall therefore be obliged if you will communicate with Messrs. Spreckels with the view of having Wednesday substituted for Thursday as the sailing-day whenever the arrival of the mails will render this possible.

The Managing Director, Union Steam Ship Company
of New Zealand (Limited), Dunedin.

I have, &c.,

W. GRAY, Secretary.

(No. 3.)

The SECRETARY, General Post Office, Wellington, to the RESIDENT AGENT for New Zealand, San Francisco.

Post and Telegraph Department, General Post Office,
Wellington, 20th December, 1895.

SIR,—

I have the honour to acknowledge the receipt of your letter, of the 11th current, relative to the announcement of an accelerated train-service from Chicago to San Francisco, and the effect of the saving of time on the movements of the mail-steamers to New Zealand.

If the proposed fast train-service can be relied upon arrangements should be made for the mail-steamers to leave on Thursday morning, and the change advertised. Indeed, if it is considered certain that the connection could always be made on the Wednesday that day should be substituted for Thursday as the sailing-day. Should the Wednesday departure be found practicable, you will perhaps be good enough to notify the change to the Washington Post Office, which will, of course, advise the New York and San Francisco Post Offices. I have written the Union Steam Ship Company, asking that arrangements be made with the Messrs Spreckels for the Wednesday departure if this should be found practicable.

* * * * *

I have, &c.,

H. Stephenson Smith, Esq.,
Resident Agent for New Zealand, San Francisco, California.

W. GRAY, Secretary.

(No. 4.)

The MANAGING DIRECTOR, Union Steam Ship Company, Dunedin, to the SECRETARY, General Post Office, Wellington.

Union Steam Ship Company of New Zealand (Limited),
Dunedin, 26th December, 1895.

SIR,—

I have the honour to acknowledge receipt of your favour of the 20th instant suggesting that, in view of the acceleration of the train-service between Chicago and San Francisco, the sailing-date of the steamers from San Francisco for Auckland should be made Wednesday instead of Thursday, as at present. By the outgoing mail I sent a copy of your letter to Messrs. Spreckels and Brothers, and I am sure that if your suggestion can be acted upon they will view it favourably; but, of course, they, being on the spot, are in a better position than we are to say whether or not it would be advisable to adopt the change.

I have, &c.

W. Gray, Esq.,
Secretary, General Post Office, Wellington.

T. W. WHITSON,
For Managing Director.

(No. 5.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the SECRETARY, General Post Office, Wellington.

SIR,—

San Francisco, 9th January, 1896.

Reverting to my communication of the 11th ultimo, I have the honour to report that, as a result of correspondence with Messrs. J. D. Spreckels and Brothers, agents for the contractors in this city, I have obtained their consent to despatch the contract steamer conveying the outward British and United States mails from this port at midnight upon such date as the final instalment of mail shall arrive here upon Wednesday evening. Since then, however, I have ascertained, by telegraphic communication with the New York agents of the Cunard Steam Ship Company (whose vessels usually convey the outward mails across the Atlantic), that the R.M.S. "Aurania" is appointed to leave Liverpool upon the dates arranged for the despatch of the colonial mails from that port—up to and including the 16th May, 1896. This steamer being a notoriously slow vessel I have not deemed it necessary to press for any alteration in the advertised dates of departure from this port, as, under these circumstances, it is extremely improbable that even with the acceleration of speed of the overland transit the final instalment of through mails will be received before Thursday evening.

It is much to be regretted that the action of the Cunard Company, in arranging their winter time-table so as to cause the "Umbria" to convey the Australian mails, should deprive us of the advantage of the increased speed in overland carriage.

I have, &c.,

W. Gray, Esq.,
Secretary, Post and Telegraph Department, Wellington, N.Z.

H. STEPHENSON SMITH,
Resident Agent.

(No. 6.)

The MANAGING DIRECTOR, Union Steam Ship Company, Dunedin, to the SECRETARY, General Post Office, Wellington.

Union Steam Ship Company of New Zealand (Limited),
Dunedin, 10th January, 1896.

SIR,—

Referring to your communication of the 20th ultimo, regarding the acceleration of the train-service in America probably permitting the mail-steamers to leave San Francisco for Auckland a day earlier than at present, I enclose for your information copy of a letter received from Messrs. Spreckels and Brothers by this mail bearing upon the same subject.

I have, &c.,

W. Gray, Esq.,
Secretary, General Post Office, Wellington.

T. W. WHITSON,
For Managing Director.

(Enclosure in No. 6.)

The J. D. SPRECKELS AND BROTHERS COMPANY, San Francisco, to the MANAGING DIRECTOR, Union Steam Ship Company, Dunedin.

DEAR SIR,—

San Francisco, 9th December, 1895.

Our telegraphic advices of the steamer bringing Australian mails for despatch by the s.s. "Monowai" were received this morning, and read as follows: First one from Fire Island, to the effect that the s.s. "Etruria" south of Fire Island at 8.55 p.m., Saturday, 7th December. Later message, dated 11 p.m.: "'Etruria's' mails will reach wharf about 1.30 a.m., Sunday, 8th December." The Post Office advised us that the mails were despatched from New York at 9.30 yesterday morning, Sunday, 8th December, which, according to the new schedule of train-service, will bring the mails here on the evening of the 12th, at 8.45; we accordingly look for the sailing of the "Monowai" between 8.45 p.m. and midnight on the 12th. Were it not for this recently expedited train-service the mails would not have arrived here before Friday morning, the 13th, and the "Monowai's" hour of sailing would be 2 p.m.

We notice by the sailing of the Cunard line that the "Etruria" will be on the course to bring the next Australian mail for despatch by the s.s. "Alameda," and in February it will be the "Umbria," and in March probably the "Umbria" again. But no steamer is advertised for the sailing from Liverpool, 22nd February. In event the "Campania" and "Lucania" are returned to this course, as was the case last year, it is more than likely that Wednesday will be a possible sailing-day from here, as intimated to you some time ago; that is, if the present running overland train is continued. For instance, when the steamer arrives in New York too late for the despatch by the evening train, and the mail is despatched on the morning train ("Lucania" and "Campania" generally arrive in New York before midnight on Friday), the departure from here will be Wednesday, but should the mail arrive in time for the Friday evening's train from New York, which was the case once this year, and the mail arrive here on Wednesday, a day ahead of time, the time of departure may be made 2 p.m. on Wednesday. If the overland train is continued, as is probable, it will be well to calculate on this change, in event the "Campania" and "Lucania" are returned to the course. By the "Etruria" and "Umbria" bringing the mails we can hardly look for the Wednesday day of departure from here.

Yours, &c.,

J. D. SPRECKELS AND BROTHERS COMPANY,
Per L. F. COCKROFT.

P.S.—A further delay of six hours put the sailing off until Friday at 9 a.m.

Mr. James Mills, Managing Director,
Union Steam Ship Company of New Zealand (Limited), Dunedin.

(No. 7.)

The SECRETARY, General Post Office, Wellington, to the RESIDENT AGENT for NEW ZEALAND, San Francisco.

Post and Telegraph Department, General Post Office,
Wellington, 23rd January, 1896.

SIR,—

I have the honour to acknowledge the receipt of your letter of the 11th December last and enclosures, advising me of the acceleration of the train-service between the Atlantic sea-board and San Francisco, and informing me of the action taken by you in the direction of changing the sailing-date of the steamers from your port to the Wednesday instead of the Thursday.

In reply, I beg to inform you that the Postmaster-General desires that every advantage should be taken of the accelerated train-service, and that, if practicable, Wednesday should be substituted for Thursday as the sailing-day, as suggested. My letter of the 20th *idem*, in reply to yours of the 14th November, will have informed you that I had written to the Union Steam Ship Company, asking that arrangements might be made with Messrs. Spreckels and Brothers Company for a Wednesday departure of the steamers from San Francisco, and I now enclose copy of their reply, and copy of letter from Messrs. Spreckels to the Union Steam Ship Company on the same subject. From these you will gather that the contractors are quite willing to adopt Wednesday as a sailing-day. Mr. Mills, managing director of the Union Steam Ship Company, is a passenger by the "Monowai," and I have taken the opportunity to ask him to arrange with Messrs. Spreckels and Brothers Company to change the sailing-day to the Wednesday if it is still reasonably certain that the accelerated train-service will be continued, and that the London mails will continue to be despatched by the fastest steamers on the Atlantic line.

I have, &c.,

H. Stephenson Smith, Esq.,
Resident Agent for New Zealand, San Francisco.

W. GRAY, Secretary.

(No. 8.)

The SECRETARY, General Post Office, Wellington, to the MANAGING DIRECTOR, Union Steam Ship Company, Dunedin.

Post and Telegraph Department, General Post Office,
Wellington, 24th January, 1896.

SIR,—

I have the honour to acknowledge, with thanks, the receipt of your letter of the 10th instant, covering one received from Messrs. Spreckels and Brothers Company regarding the proposed alteration in the sailing-day of the mail-steamers from San Francisco to Auckland.

I have, &c.,

The Managing Director, Union Steam Ship Company
of New Zealand (Limited), Dunedin.

W. GRAY, Secretary.

(No. 9.)

The Hon. the PREMIER to the AGENT-GENERAL.

SIR,—

Premier's Office, Wellington, 5th February, 1896.

I have the honour to enclose herewith copy of a letter, of the 9th ultimo, from the Resident Agent for New Zealand in San Francisco, in reference to the despatch of the colonial mails from San Francisco.

You will observe that the selection by the British Post Office of the "Aurania" and the "Umbria" for the transport of the New Zealand mails to New York is likely not only to delay the mails, but also to neutralise the advantages which are secured by the acceleration of the train running between New York and San Francisco, representing a gain of twelve hours in the overland transit. I shall therefore be glad if you will represent to the London Post Office the propriety of arranging for the despatch of the colonial mails to New York by the swiftest vessels, such as the "Campania" and the "Lucania."

I have, &c.,

The Agent-General for New Zealand, London.

R. J. SEDDON.

(No. 10.)

The SECRETARY, General Post Office, Wellington, to the RESIDENT AGENT for NEW ZEALAND, San Francisco.

Post and Telegraph Department, General Post Office,
Wellington, 5th February, 1896.

SIR,—

I have the honour to acknowledge the receipt of your letter of the 9th ultimo, notifying that you had come to an arrangement with Messrs. Spreckels and Brothers for the despatch of the mail-steamer from San Francisco at midnight of Wednesday on any occasion upon which the final instalment of mails should reach San Francisco on that day, and also that you had later ascertained that that arrangement was likely to prove ineffective owing to the action of the London Post Office in despatching the mails for the colonies by slow steamers.

It is a matter for regret that the slower steamers should have been selected for the transport of the mails to New York during the winter, and the Agent-General has been communicated with and asked to suitably represent to the London Post Office the propriety of always despatching mails by the fastest vessels in the week in which the colonial mails are forwarded to New York.

H. Stephenson Smith, Esq.,

I have, &c.,

Resident Agent for New Zealand, San Francisco.

W. GRAY, Secretary.

(No. 11.)

The SECRETARY, General Post Office, Wellington, to the RESIDENT AGENT for NEW ZEALAND, San Francisco.

Post and Telegraph Department, General Post Office,
Wellington, 6th February, 1896.

SIR,—

Adverting to the letter of the 30th November last from the Superintendent, Foreign Mails, Washington, to you, in which it was stated that mails available for despatch at New York at 1 p.m. are required to be forwarded by the fast express train which commenced running on the 25th *idem*, I have the honour to inform you that the Mail Agent, by the last trip of the "Alameda," reports that the vessel left one day late, but that the delay would have been lessened had the mails been forwarded from New York by the fast express instead of the ordinary train. This information appears to have been obtained from the San Francisco Post Office, but the Mail Agent is not clear that the mails arrived in time for the fast express. No doubt you will be careful to inform me in due course of any occasion on which the connection has failed at New York from avoidable causes.

I have, &c.,

H. Stephenson Smith, Esq.,

W. GRAY, Secretary.

Resident Agent for New Zealand, San Francisco.

(No. 12.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the SECRETARY, General Post Office, Wellington.

SIR,—

San Francisco, 5th February, 1896.

I have the honour to acknowledge the receipt of your communication of the 20th of December, 1895, principally having reference to the question of changing the day or hour of the departure of steamers from this port should the alteration of the time of running the overland trains justify such change. My communication upon this subject by the last mail will have

explained the situation, the substitution of the steamer "Umbria" for the "Lucania" upon the Atlantic rendering no action necessary at present. I have not therefore held any communication with the Washington authorities in regard to any change in departure. I have also to acknowledge with thanks the receipt of several copies of the contract for the San Francisco mail-service for the period from November, 1894, to November, 1897.

W. Gray, Esq.,
Secretary, Post and Telegraph Department, Wellington.

I have, &c.,
H. STEPHENSON SMITH,
Resident Agent.

(No. 13.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the Secretary, General Post Office, Wellington.

SIR,—

San Francisco, 5th March, 1896.

I have the honour to acknowledge the receipt of your communication of the 23rd of January, with enclosures, having reference to the question of despatching the contract steamer from this port on Wednesday should circumstances warrant that course. I am pleased to note that Messrs. J. D. Spreckels and Brothers are willing to effect this change. You will, however, have learned from my previous communications that at present no advantage has been derived from the establishment of the fast express service. Close attention to the matter, however, will be given, and if the New York departure indicates an early delivery at this end I will endeavour to secure the advantage of a Wednesday departure.

W. Gray, Esq.,
Secretary to the General Post Office, Wellington.

I have, &c.,
H. STEPHENSON SMITH,
Resident Agent.

(No. 14.)

The MANAGING DIRECTOR, Union Steam Ship Company, to the SECRETARY, General Post Office, Wellington

Union Steam Ship Company of New Zealand (Limited),
Dunedin, 10th March, 1896.

SIR,—

Referring to your favour of the 20th December on the subject of an accelerated train-service between Chicago and San Francisco, as mentioned at the time, we passed on a copy of your remarks to Messrs. J. D. Spreckels and Brothers Company, and by the last mail we received their reply, as follows: "Mail-service: We note the suggestion of the Secretary of the General Post Office that the day of sailing from here be changed to Wednesday. The same suggestion was made to us by the Resident Agent for New Zealand here. We talked over the matter with him, but nothing was done, for the reason that we found that the mails were not likely to get here before Thursday, as they are now carried across the Atlantic by a slower steamer, the 'Umbria,' in consequence of which they have not reached here until Friday, this month or last; besides which, we understand that the accelerated train-service will only continue during the winter months. Of course, if it should be continued longer, and quicker time should be made across the Atlantic, we will take up the matter again, but at present we do not consider it advisable to make any change in the schedule." From which you will gather that they do not consider it advisable meantime to make any change in the sailing-day from San Francisco.

W. Gray, Esq.,
Secretary, General Post Office, Wellington.

I have, &c.,
T. W. WHITSON,
For Acting General Manager.

(No. 15.)

The SECRETARY, General Post Office, Wellington, to the MANAGING DIRECTOR, Union Steam Ship Company, Dunedin.

Post and Telegraph Department, General Post Office,
Wellington, 19th March, 1896.

SIR,—

I have the honour to acknowledge the receipt of your letter of the 10th instant, enclosing the reply of the J. D. Spreckels and Brothers Company to the representations which you conveyed to them on my letter of the 20th December last, in the matter of an accelerated train-service between Chicago and San Francisco. I notice that the Messrs. Spreckels deprecate any change from the present day of sailing from San Francisco.

Since I wrote you the Agent-General has been also written to, and asked again to represent to the London Post Office the disabilities attached to the use of the slower class of steamers for the conveyance of the colonial mails to New York; and I hope it may yet be possible, as a result of the Agent-General's action, to announce that the mails will leave San Francisco a day earlier than at present.

The Managing Director, Union Steam Ship Company
of New Zealand (Limited), Dunedin.

I have, &c.,
W. GRAY, Secretary.

(No. 16.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the SECRETARY, General Post Office, Wellington.

SIR,—

San Francisco, 31st March, 1896.

I have the honour to acknowledge the receipt of your communication of the 5th of February, referring to the midnight despatch of mail-steamers from this port when necessary, and

further informing me that representations had been made to the London Post Office, through the Agent-General regarding the desirability of the colonial mails being despatched by the fastest steamer of the week. In this connection I would report that the outward mails *ex* "Aurania" passed Chicago yesterday morning, and should arrive at 8.45 p.m. of Thursday. I have therefore requested Messrs. Spreckels and Brothers to hold the "Alameda" in readiness to proceed immediately upon receipt of the mails, and I anticipate her departure at midnight on Thursday.

W. Gray, Esq.,
Secretary to the General Post Office, Wellington.

I have, &c.,
H. STEPHENSON SMITH,
Resident Agent.

(No. 17.)

The RESIDENT AGENT FOR NEW ZEALAND, San Francisco, to the SECRETARY, General Post Office, Wellington.

SIR,—

San Francisco, 31st March, 1896.

I have the honour to acknowledge the receipt of your communication of the 6th February, 1896, stating that it had been rumoured that the January mails from here did not receive the utmost despatch at New York upon their arrival from Europe. In reply, I would state that from inquiries made I gather that the mails in question did not arrive at the wharf at New York until past 1 p.m. of the 5th of January, and as the fast express leaves promptly to the minute it was impossible to catch the 1 o'clock despatch. I would mention that the railway depot of the New York Central and Hudson River Railroad is about one hour's journey from the steamship dock. I shall endeavour to keep you informed of all cases where any delay is caused to the transit of through mails either by land or sea.

W. Gray, Esq.,
Secretary to the General Post Office, Wellington, New Zealand.

I have, &c.,
H. STEPHENSON SMITH,
Resident Agent.

(No. 18.)

The ACTING GENERAL MANAGER, Union Steam Ship Company, Dunedin, to the SECRETARY, General Post Office, Wellington.

Union Steam Ship Company of New Zealand (Limited),
Dunedin, 1st April, 1896.

SIR,—

I have the honour to acknowledge the receipt of your favour of the 19th ultimo, regarding the suggested alteration in the sailing-date of the mail-steamers from San Francisco, and note that the Agent-General has been written to to represent to the London Post Office the disabilities attaching to the use of the slower class of steamers for the conveyance of the colonial mails to New York. A copy of your letter has been forwarded to Messrs. Spreckels for their information.

W. Gray, Esq.,
Secretary, General Post Office, Wellington.

I have, &c.,
T. W. WHITSON,
For Acting General Manager.

(No. 19.)

The ACTING GENERAL MANAGER, Union Steam Ship Company, Dunedin, to the SECRETARY, General Post Office, Wellington.

Union Steam Ship Company of New Zealand (Limited),
Dunedin, 14th April, 1896.

SIR,—

Referring again to your favour of the 19th ultimo, *re* the possibility of making an alteration in the sailing-day of the mail-steamers from San Francisco, the following remarks made by Messrs. Spreckels in their last letter may be of interest to you: "From what we wrote you under this heading ('Mail-service') by the last mail you will have learned that there does not seem to be any prospect of our being able at present to despatch the steamer earlier than Thursday, and we have again, for the third time in succession, to report the mails a day late, the 'Umbria' having only reached New York on Sunday, which makes it Friday morning before the mails could reach here, and we have just learned that they will not arrive until Friday evening. From this you will see that if the mails continue to come forward by the 'Umbria' there will be little probability of our being able to despatch the steamer even on the present schedule date."

W. Gray, Esq.,
Secretary, General Post Office, Wellington.

Yours, &c.,
T. W. WHITSON,
For Acting General Manager.

(No. 20.)

The AGENT-GENERAL to the Hon. the PREMIER.

Westminster Chambers, 13, Victoria Street, London, S.W.,
16th April, 1896.

SIR,—

In accordance with the instructions contained in your letter of the 5th February, I had an interview with the Secretary to the Imperial Post Office, and urged upon him the importance of arranging for the despatch of the San Francisco colonial mails from London to New York by the swiftest steamers.

The Secretary recognised the twofold advantage which would result by the mails reaching New York in as short a time as possible, and promised to at once communicate with Sir John Burns, the Managing Director of the Cunard line, and represent the case to him, and he felt sure that, so far as it could possibly be done, Sir John would endeavour to meet the wishes expressed by the Government.

The Hon. the Premier, Wellington.

I have, &c.,
W. P. REEVES.

(No. 21.)

The AGENT-GENERAL to the Hon. the PREMIER,
Westminster Chambers, 13, Victoria Street, London, S.W.,
29th April, 1896.

SIR,—

Referring to my letter of the 16th instant, I beg herewith to transmit copy of letter which I have received from the London General Post Office, by which it will be seen that the Cunard Company have stated that it will not be possible at present to transfer the "Campania" or "Lucania" to other Saturdays than those indicated in the company's sailing-list for the current year.

You will observe that Mr. Buxton Forman states that the "Aurania," which is specially referred to by Mr. Stephenson Smith, has not carried the New Zealand mails for more than a year.

I have written to Mr. Smith, giving him the information contained in Mr. Buxton Forman's letter, and informing him that he has apparently been misinformed as regards the "Aurania."

I have, &c.,

The Hon. the Premier, Wellington.

W. P. REEVES.

(Enclosure in No. 21.)

The ASSISTANT SECRETARY, General Post Office, London, to the AGENT-GENERAL.

DEAR SIR,—

General Post Office, London, 24th April, 1896.

With reference to the conversation which took place in Mr. Walpole's room when you called here on the 16th instant, I cannot but think that some misunderstanding must exist in regard to the steamers by which the mails from this country for New Zealand are carried to New York. The "Aurania," the steamer to whose performance you particularly took exception, is not, I find, one of those which carry the mails for New Zealand, and has not done so for more than a year. These mails appear to be carried by the "Etruria" and "Umbria," both of which take a day less than the "Aurania" in getting to New York.

Nevertheless, I wrote to Sir John Burns on the day of your visit, calling his particular attention to the advantages of sending these mails by the "Campania" and "Lucania," and inquiring whether a change in that sense could be made. I have received a reply, from which it appears that the sailings of the steamers are fixed early in the spring for each Saturday during the year, and are arranged with great care and deliberation according to the exigencies of trade; that it would not be possible at present to transfer the "Campania" or "Lucania" to other Saturdays than those indicated in the company's sailing-list for the current year; but that it will no doubt happen in some future seasons, as it has happened in the past, that those two steamers will be despatched to take the New Zealand mails.

From the following table, which gives the average length of voyage from Queenstown to New York during 1895 for each of the five steamers mentioned, and also the shortest voyage, you will see that there is less difference between the performance of the "Campania" and "Lucania," and that of the "Etruria" and "Umbria," than there is between that of the two last-named steamers and that of the "Aurania":—

Name of Steamer.				Average Length of Voyage.	Shortest Period occupied.
				D. h. m.	D. h. m.
"Lucania"	...	...	...	5 19 52	5 14 10
"Campania"	...	...	...	5 23 52	5 12 55
"Etruria"	...	...	...	6 11 37	6 4 3
"Umbria"	...	...	...	6 17 48	6 4 58
"Aurania"	...	...	...	7 12 58	7 6 10

The Hon. Wm. Pember Reeves,
Agent-General for New Zealand.

Believe me, &c.,

H. BUXTON FORMAN.

II. Draft letters from the following notes:—

(a.) Reply to M. Johnson's letter, 14/12/01, to Min. of Marine.

Permission asked for cannot be granted, seeing removal of tuatara and eggs of tuatara forbidden. Keepers of lighthouses have strict instructions not to permit unauthorised psns. collect eggs or lizards. If Mr. J. can produce evdnce. ability and intention to make good use of matl. in investgtg. anatom. and physiol. peculiarities of tuatara, quesn. of grantg. him permn. to collect will be reconsdd., but it must be shown that appliances and means of making good use of matl. are suffict. In any case, he will on no account be allowed to send matl. out of the col. direct, as he proposes. In the few cases in wh. it is held that matl. may properly be sent to workers in other countries, it is sent through this office. G.M., 21/12/01.

(b.) Petn. of T. Peterson and others, 10/12/01.

Ackn. recpt. Regret to hve. to say no fds. fr. wh. this Dept. cd. build bridge over Orini. Remind petnrs. that at time of appln. for school on opp. side to village, Dept. anticipated appln. for a bridge, and told them that it supposed that a request wd. be made at a later time, and that, if made, it wd. have to be decl'd. The people then sd. no such appln. wd. be made, pointg. out that water was calm and crossg. quite safe for canoe or boat. T.H., 20/12/01.

III. The following letters are considered objectionable. Rewrite them, avoiding errors of language, form, or expression :—

(a.)

SIR,—

Private Estates Department, Wellington, 15th January, 1900.

I have the honour, by direction of the Minister of Lands, to acknowledge the receipt of your letter of the 10th instant, and to say in reply that the matter of the title to the Aorere estate is still being inquired into, and it is believed will be found valid. There is no use your coming to New Zealand to personally state your claims, seeing that these are well understood. One of the local officers whose report is necessary is at present absent, and when he returns I shall be able to bring the matter to a finish.

I have, &c.,

P. Smyllie, Esq., Perth, Western Australia.

Secretary.

(b.)

SIR,—

Private Estates Department, Wellington, 4th June, 1901.

Regret I am unable to alter my decision with regard to the road proposed through your property. The Minister does not see his way to have a road made through it; although he is prepared to give full weight to all the considerations of the public interest urging him thereto. He sees that such would be of some service to the settlers at Wairere, but they can make use of the main Taniwha Road, and other settlers in other parts of the colony have more urgent needs and must first receive attention. Regret that this matter cannot be fixed up in such a manner as to suit your wishes.

I will be pleased if you will pay the survey-fees incurred without delay. I wrote to you there-
anent on the 5th ultimo.

I have, &c.,

L. Roller, Esq., Whenuakino, Wanganui.

Secretary.

(c.)

MADAM,—

Private Estates Department, Wellington, 4th December, 1901.

I find that you are right, after all, in stating that in your correspondence with this office you have always written your name Sara Ellen Tomlinson, not Sarah Ellen Tommlinson, as stated in my letter of the 16th May to your solicitor, and in your certificate of title to the Korewhenua estate. If you want to have the certificate altered, you had better send it back to this office.

I have, &c.,

Mrs. Tomlinson, Korewhenua, Invercargill.

Secretary.

English. Paper II.—Language and Literature. For Civil Service Senior (Old and New Regulations). Time allowed: 3 hours.

1. Write two paragraphs on Elizabethan literature as an interpretation of the life of the time.
2. What do you know of John Lyly and his "Euphues"? Can you mention any illustrations of his literary influence?
3. Write brief notes on the subject-matter of the following: "The Schoolmaster"; "Arcadia;" "Ecclesiastical Polity."
4. Explain the plan of the "Faery Queene"; and point out (1) its allegorical significance, and (2) its chief poetical characteristics.
5. Who were Shakespeare's predecessors in the history of the English drama? Outline any play written by one of them; and point out the literary characteristics of the author.
6. Trace, with references to important plays, the growth of Shakespeare's mind from his early manhood down to his closing years at Stratford.
7. Either give the evidence for the chronology of "The Tempest," and point out some of the leading ideas in the play; or give the evidence for the chronology of "King Lear," and point out some of the leading ideas in the play.
8. Mention some of the chief characters in "Romola," arranging them in two groups as historical or as fictitious; and write brief notes on one in each group.
9. From your study of George Eliot's "Romola," what impressions have you formed of the character of the Florentines in the fifteenth century?
10. Write notes on the following, under A or B, mentioning the speaker in each case:—

A. (From "King Lear.")

- (a.) Goose, if I had you upon Sarum Plain,
I'd drive ye cackling home to Camelot.
- (b.) He gives the web and the pin.
- (c.) Crown'd with rank fumiter and furrow-weeds,
With burdocks, hemlock, nettles, cuckoo-flowers.
- (d.) And my poor fool is hang'd.
- (e.) Thou out of heaven's benediction comest
To the warm sun!

B. (From "The Tempest.")

- (a.) To trash for over-topping.
- (b.) Each putter-out of five for one.
- (c.) Will you troll the catch
You taught me but while-ere?
- (d.) I will discase me, and myself present
As I was sometime Milan.
- (e.) Thy broom-groves,
Whose shadow the dismissed bachelor loves
Being lass-lorn; thy pole-clipt vineyard;
And thy sea-marge.

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

[NOTE.—The full working of the questions, and not merely the results, must in all cases be given.]

1. A path 100 yards long and a yard wide is made round a building, with additional spaces 3 yards square at each of the three doors: find the cost of laying it down in gravel at 3 shillings a load (15 loads being required), and then asphaltting it, at $3\frac{1}{2}$ d. a yard.
2. Divide £20 2s. 6d. into two sums of money, one of which contains as many half-crowns as the other contains shillings.
3. Find the square root of $24\cdot2064 \times 3124\cdot81$
4. Simplify $\frac{\frac{1}{4} \text{ of } \frac{7}{18}}{\frac{5}{8} + \frac{1}{6} + \frac{1}{3}}$ of $8\frac{1}{11} - 9\frac{2}{7} \times 2\frac{1}{3} \div 47\frac{2}{3}$
5. If $\frac{3\frac{1}{2} - 2\frac{1}{3}}{3\frac{1}{2}}$ of a ship is worth £1,916 17s. 5d., how much is $\frac{3\frac{1}{2} + 2\frac{1}{3}}{3\frac{1}{2}}$ of the same ship worth?
6. Give a rule for the division of decimals, and divide the sum of 5.05 and 2.605 by their difference.
7. The illumination of a given point from a luminous object varies inversely as the square of the distance: if the quantity of light received from the Sun by Jupiter be represented by 100, what number will represent the quantity received by the Earth, if the respective distances are as 5 to 26?
8. The gallon contains 277.274 cubic inches, and a gallon of water weighs 10 lb.: find the weight of a cubic foot of water.
If mercury be 13.568 times as heavy as water, find in ounces the weight of a cubic inch of mercury. (Correct to three places of decimals.)
9. A man invests £5,187 10s. in the 3-per-cents. at 83, and when they have risen to 84 transfers $\frac{2}{5}$ of his capital to the 4-per-cents. at 96: find the alteration in his income.
10. The cost of polishing a cubical block of marble whose edge is $2\frac{1}{2}$ ft. is 5 guineas: what ought to be paid for polishing another cubical block, whose edge is $3\frac{3}{4}$ ft., when the price of labour has been reduced one-sixth? (The surfaces of cubes are proportional to the squares of their edges.)
11. The simple interest on a sum of money at the end of $6\frac{1}{4}$ years is three-eighths of the sum itself: what rate per cent. was charged?
12. In a boat race over a course of $2\frac{1}{4}$ miles, one crew (A) pulls 30 strokes to the minute, and the other (B) 35 strokes; but 5 strokes of A are equal to 6 strokes of B: compare the speeds of the boats. A does the course in 15 minutes: how long will B take, and what will be the distance between the boats at the finish?

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

[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.]

1 gallon = 0.1605 cubic foot = 10 lb. of water at 62° F. 1 cubic foot of water weighs 62.3 lb.

1. A man bought 748 eggs at 2 a penny, and some others at 3 for twopence, and he paid altogether £2 19s. 10d: how many eggs did he buy at 3 for twopence?
2. Find the least number that can be divided by each of the numbers 7, 20, 28, 35, and 39, and leave 3 as remainder in each case.
3. (a.) Find the difference between $1 + \frac{1}{3} + \frac{1}{5} + \frac{1}{7}$ and $\frac{1}{2} - \frac{1}{4} + \frac{1}{8} - \frac{1}{16}$, and reduce the result to a decimal.
(b.) Find the value of $\frac{\frac{1}{2} + \frac{1}{3} + \frac{1}{4}}{\frac{1}{24} + \frac{1}{36} + \frac{1}{48}}$ of £5.
4. Add together 0.782 of 12s. $4\frac{1}{2}$ d. and 0.021 of £1 0s. 9d., and express the result as a decimal of £1. Give the rule you use for reducing a circulating decimal to the equivalent vulgar fraction.
5. One room is $23\frac{1}{2}$ ft. long, 15 ft. wide, and $12\frac{1}{2}$ ft. high; another room is $12\frac{1}{2}$ ft. long, 10 ft. wide, and 9 ft. high: compare their cubic contents. If the four walls of the larger room are painted at a cost of 1s. 3d. a square yard, and the four walls and ceiling of the smaller room at a cost of 1s. $4\frac{1}{2}$ d. a square yard, compare the expense of painting the rooms.
6. A hall is 68.82 ft. long and 55.5 ft. wide, and it is to be paved with equal square slabs: what is the size of the largest slabs that will exactly fit, and how many of them will be required?
7. If the annual rainfall at Dunedin is 40 inches, how many 400-gallon tanks are required to hold half the rain falling during the year on a roof covering a floor 30 ft. $\times$ 40 ft.?
8. Find the amount of £802 9s. at the end of 5 years at $4\frac{1}{2}$ per cent. compound interest. Explain the shortest way you know of obtaining the amount at the end of 10 and 15 years respectively.
9. From the following table ascertain the increase per cent. of the population of each colony during the nine years 1890–1899, giving the percentage correct to the first decimal place:—

Colony.	Population.	
	1890.	1899.
New South Wales ...	1,121,860	1,356,650
Victoria ...	1,133,266	1,163,400
Queensland ...	392,965	482,400
South Australia ...	319,414	370,700
Western Australia ...	46,290	171,030
Tasmania ...	145,290	182,300
New Zealand ...	625,508	756,500

10. A man invests £3,500, part in 3-per-cent. stock at 97, and the remainder in 4-per-cent. stock at 104: find how much he must invest in each in order that he may have equal returns from the two sources.

Arithmetic.—For Civil Service Senior. (Old Regulations). Time allowed: 3 hours.

[NOTE.—The full working of the questions, and not merely the results, must in all cases be given.]

1. A man sells a bale of goods at 7 per cent. profit, and another like it at 3 guineas profit, making a mean profit of 11 per cent.: what was the prime cost of one bale?

2. A business is started by three men with equal capitals: one of them, being manager, is to receive 16 per cent. on the total profits before the division is made: if his share altogether comes to £451, what were the total profits?

3. Simplify—

$$3\frac{4}{5} + \frac{5\frac{5}{8}}{7\frac{7}{8} + \frac{8\frac{2}{10}}{10\frac{1}{2} + \frac{13}{9\frac{3}{4}}}}$$

4. State and prove the rule for reducing a mixed repeating decimal to a vulgar fraction, and reduce to a vulgar fraction in its lowest terms 3.8643018.

5. A piece of land, 220 yards long by 176 yards wide, is rented for £26 19s.: how much is that an acre?

6. If when *A* makes a profit of £2, *B* makes £3; and when *B* makes £4, *C* makes £5; and when *C* makes £6, *D* makes £7: compare the profits of *A*, *B*, *C*, and *D*.

7. Find, by practice, the area of an estate which can be divided into $347\frac{2}{3}$ fields, each containing 6a. 3r. 15p.

8. The sea occupies $\frac{1}{4}$ of the surface of the globe; the surface of Asia is $\frac{1}{3}\frac{1}{7}$ that of Europe; of Africa, $\frac{2}{7}$ that of Europe; of America, $\frac{1}{2}\frac{1}{9}$ that of Europe; of Oceania, $\frac{3}{17}$ that of Europe; and the surface of Africa is 12,006,522 square miles: find the area of the surface of the globe.

9. Explain the meaning of the term, "arbitrated rate of exchange." The rate of exchange between London and Petersburg is $31\frac{3}{4}$ d. for one rouble; between Vienna and Petersburg, $95\frac{5}{8}$ florins for 60 roubles; and between Paris and Vienna, $93\frac{1}{4}$ florins for 200 francs: find the arbitrated rate between London and Paris in francs for £1.

10. Find the difference between the amount of £494 10s. for two years at $3\frac{3}{4}$ per cent., and the present worth of the same sum at the same rate due at the end of two years.

11. The ceiling of a room is whitewashed, at $2\frac{1}{4}$ d. the square yard; the walls are papered with paper $\frac{3}{8}$ yard wide, at $6\frac{3}{4}$ d. the yard; and the floor carpeted with carpet $\frac{3}{4}$ yard wide, at 6s. 9d. the yard: find the total cost, if the room is 17 ft. 3 in. long, 10 ft. wide, and 16 ft. high, allowing for three windows (each 8 ft. by 4 ft.), two doors (each 6 ft. by 3 ft.), and a space (7 ft. high, 3 ft. long, and 1 ft. 4 in. deep) for a stove against the wall.

12. Silk is bought at 14s. $5\frac{1}{4}$ d. the yard: at what price must it be sold to gain a clear profit of $17\frac{1}{2}$ per cent., after allowing a discount to the purchaser of $3\frac{3}{4}$ per cent.

Arithmetic and Algebra.—For Civil Service Senior (New Regulations). Time allowed: 3 hours.

1. A train 88 yards long takes 24 seconds to pass a second train 88 yards long, travelling in the same direction, and afterwards passes a third train 44 yards long, travelling in the opposite direction, in 6 seconds: how long will the second train take to pass the third train?

2. Find to the nearest penny the amount of £100 for 8 years, at 5 per cent. compound interest. Employ the shortest method, but show all your work. Use your result to find the present value of an annuity of £100 for 8 years, 5 per cent. being the current rate of interest.

3. A man has £3,000, which he invests in 3 per cent. stock at 96, and 6 per cent. stock at 108: what sums must he invest in the respective stocks to make $3\frac{1}{2}$ per cent. on the whole?

4. The Bastille was stormed on the 14th July, 1789: what day of the week was that?

5. Simplify $(a + b + c)^2 - 2(b + c)(a + b + c) + 2(b + c)^2$, and find the value of $(x - y)^2 + (x + y)^2 + 4(x + y)(x - y)$ when $x = \sqrt{2}$ and $y = \sqrt{3}$.

6. Define the lowest common multiple of a number of expressions.

Find the L.C.M. of $8x^3 + 38x^2 + 59x + 30$ and $6x^3 - 13x^2 - 13x + 30$

7. Multiply $a^{\frac{2}{3}} + b^{\frac{4}{3}} + c^2 - b^{\frac{2}{3}}c - ca^{\frac{1}{3}} - a^{\frac{1}{3}}b^{\frac{2}{3}}$ by $a^{\frac{1}{3}} + b^{\frac{2}{3}} + c$

8. Extract the square root of—

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

9. Find the factors of—

$$p^2 - pq - 2q^2, 5xy - x^2 - 6y^2, 16x^4 + 36x^2y^2 + 81y^4, \text{ and } x^3 + 27y^3 - z^3 + 9xyz$$

10. When is $a^n - b^n$ divisible by $a + b$? Prove that your answer is true universally.

11. Solve the equations—

$$(i) \quad \frac{(x-1)^2}{4} + \frac{(x-2)^2}{2} = x - \frac{(x-9)(x-8)}{4}$$

$$(ii) \quad 13x^2 - 90x - 7 = 0$$

$$(iii) \quad 5x^2 + 11x - 12 \sqrt{(x+4)(5x-9)} = 36$$

$$(iv) \quad \begin{cases} x^2 + 4xy = 35 \\ 2xy - 16y^2 = 1 \end{cases}$$

and (v) find a value of x which shall make the expression—

$$\frac{x^2 - 4x + 6}{x - 4} + \frac{x^2 - 2x + 3}{x - 2} - \frac{2x^2 + 9}{x}$$

equal to 0

12. A rectangular field contains 30 acres, and if it were 44 yards longer and 30 yards narrower its area would be the same: find its length and breadth.

Algebra.—For Civil Service Senior (Old Regulations). Time allowed: 3 hours.

1. Divide $\frac{1}{4}x^5 - \frac{1}{3}x^4 - \frac{1}{6}x^3 + \frac{1}{9}x^2 - \frac{1}{2}x + \frac{1}{18}$ by $\frac{5}{4}x^2 - \frac{3}{2}x + \frac{1}{3}$

2. Simplify—

$$(i.) \frac{9a^3 + 6a^2b - 12ab^2 - 8b^3}{18a^3 + 9a^2b - 5ab^2 - 2b^3}$$

$$(ii.) \frac{11(x+2)}{6x^2+7x-3} + \frac{11x+12}{12x^2-13x+3} + \frac{11x-30}{8x^2+6x-9}$$

3. If $a + b + c = 0$, prove $a^3 + b^3 + c^3 = 3abc$

Find the factors of—

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

$$(ii.) a^4 + 4$$

$$(iii.) x^3 - 8x^2 - x + 8$$

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

$$(v.) (y + z - 2x)^3 + (z + x - 2y)^3 + (x + y - 2z)^3$$

4. Solve the equations—

$$(i.) \frac{x-5}{x-6} - \frac{x-6}{x-7} - \frac{x-1}{x-2} + \frac{x-2}{x-3} = 0$$

$$(ii.) 4abx^2 + 2x(a-b)^2 - (a-b)^2 = 0$$

$$(iii.) (x^2 - 5x + 2)^2 = x^2 - 5x + 22$$

$$(iv.) \begin{cases} 14x^2 - 5xy - 13y^2 + 22 = 0 \\ 3x^2 + 5xy - 4y^2 + 12 = 0 \end{cases}$$

5. If α and β are the roots of the equation $x^2 - px + q = 0$, and α and γ are the roots of the equation $x^2 - Px + Q = 0$, find α, β, γ .

6. Describe the method of proof called "Mathematical Induction." Employ it to prove—

$$1^3 + 2^3 + 3^3 + \dots + n^3 = \left\{ \frac{n(n+1)}{2} \right\}^2$$

7. Simplify—

$$(i.) \frac{12x^7y^2 - 4x^6y^3 - 23x^5y^4 + 9x^4y^5 - 9x^3y^6}{8x^6y^3 - 14x^5y^4 - 9x^4y^5}$$

$$(ii.) \left(\frac{x}{x-y} \right)^3 + \left(\frac{y}{x+y} \right)^3 \times \frac{\frac{x}{x-y} - \frac{y}{x+y}}{\left(\frac{x}{x-y} \right)^2 - \left(\frac{y}{x+y} \right)^2} \times \left(\frac{x}{x-y} \right)^2 - \frac{xy}{x^2 - y^2} + \left(\frac{y}{x+y} \right)^2$$

8. Solve the equations—

$$(i.) \frac{(x-1)^2}{4} + \frac{(x-2)^2}{2} = x^2 - \frac{(x-9)(x-8)}{4}$$

$$(ii.) \frac{x+m}{x^2+mx+m^2} - \frac{x-m}{x^2-mx+m^2} = \frac{m^4}{x(x^4+x^2m^2+m^4)}$$

$$(iii.) \left. \begin{aligned} x &= 2y \\ \frac{4x+7y}{5} - 1 &= \frac{2}{3}(4x-6y+1) \end{aligned} \right\}$$

$$(iv.) \left. \begin{aligned} \frac{x-a}{p} &= \frac{y-b}{q} = \frac{z-c}{r} \\ l(x-a) + m(y-b) + n(z-c) &= 1 \end{aligned} \right\}$$

$$(v.) \sqrt{x} + \sqrt{9+x} = 9$$

9. A can do a piece of work in a hours, B in b hours, and C in c hours: how long will they take all working together?

10. Two bodies move in the same direction round a circle 999 ft. in circumference, and are together every 37 seconds: if the velocity of one is four times that of the other, what are their velocities?

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

1. Find the value of—

$$\left\{ \left(\frac{x^2}{y^3} + \frac{1}{x} \right) \div \left(\frac{x}{y^2} - \frac{1}{y} + \frac{1}{x} \right) \right\} \times \frac{-y}{x+y}$$

when $x = \frac{1}{2}$, $y = \frac{1}{3}$.

2. Find the sum of—

$$3(a+b) - 4(a+b)^2 + 5(a+b)^3; (a+b)^2 - 2(a+b)^3 - (a+b)^3 + 2(a+b)^2 - (a+b)$$

in its simplest form.

3. Divide—

$$28x^2 - 43\frac{1}{2}y^2 + 140yz - 112z^2, \text{ by } 7x + 8\frac{1}{2}y - 14z$$

4. Find the factors of—

$$16x^4 - y^4; a^2 + b^2 + 2a + 2b + 2ab + 1; x^3 - 8y^3 - 27z^3 - 18xyz$$

5. Find the H.C.F. of—

$$2a^3x^3 - 7a^2x^2 + 11ax - 15; 2a^4x^4 - 7a^3x^3 + 8a^2x^2 - 12ax - 9$$

and the L.C.M. of—

$$x^3 - 6x^2 + 11x - 6; x^3 - 9x^2 + 26x - 24; x^3 - 8x^2 + 19x - 12$$

6. Simplify—

$$\frac{(y-z)^3 + (z-x)^3 + (x-y)^3}{(x-y)(y-z)(z-x)}$$

and also—

$$\frac{a^2}{(a-b)(a-c)} + \frac{b^2}{(b-c)(b-a)} + \frac{c^2}{(c-a)(c-b)}$$

7. Solve the equations :—

$$(i) \quad \frac{3}{4} - \frac{\frac{3}{4}x + \frac{3}{4}}{\frac{3}{4} + x} = \frac{\frac{3}{4}}{\frac{3}{4} + x} - \frac{3}{4}$$

$$(ii) \quad \frac{a^2 - x}{x - 2a} - \frac{2a + x}{a^2 - x} = \frac{a^4}{a^2x + 2ax - 2a^3 - x^2}$$

$$(iii.) \quad \begin{cases} 4x + \frac{15-x}{4} = 2y + 5 + \frac{7x+11}{16} \\ 3y - \frac{2x+y}{5} = 2x + \frac{2y+4}{3} \end{cases}$$

8. Two friends, *A* and *B*, each intending to visit the other, start from their houses at the same time; *A* could reach *B*'s house in *m* minutes, and *B* could reach *A*'s house in *n* minutes: after how many minutes do they meet?

9. A farmer has enough feed for his oxen to last a certain number of days. If he were to sell 75 oxen, his feed would last 20 days longer; if, however, he were to buy 100 oxen, his feed would last 15 days less. How many oxen has he, and for how many days has he enough feed?

10. If, for all values of *x*,

$$A(x+1)(x-2) + B(x-2)(x-3) = C(x-4) + 1$$

Find *A*, *B*, *C*.

11. What relations must exist between *p*, *q*, *r*, *s*, that

$$x^4 + px^3 + qx^2 + rx + s$$

may be a perfect square?

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

1. How are latitude and longitude ascertained? Give the approximate latitude of the following places: London, Cape Maria van Diemen, Athens, Peking, Invercargill.

2. Explain the phenomena of the trade winds. Is it correct to say "The south-east trade-wind is deflected to the right by the Earth's rotation and becomes the south-west monsoon?" Why does the monsoon prevail from May to October?

3. Explain briefly the terms: Cataract, atoll, bar, neap tides, sargasso sea, lagoon, selvas, llanos, pampas, Kuro Siwa, Black Earth Region, Aztecs, Bushmen, Magyars.

4. Draw a map of Africa, marking the position of the three great lakes; the Congo, Zambesi, Niger, and Nile Rivers; the Atlas, Cameroon, and Equatorial Mountains; Capes Guardafui, Palmas, Lagos; the territories of the British East African and British South African Companies, German West Africa; Khartum; Zanzibar; Sierra Leone; Stanley Falls; Algiers.

What are the principal Native races that inhabit Africa?

5. Give approximately (in millions) the population of the chief countries in Europe and America; also of New Zealand, India, and Japan.

6. Describe the position of Cairo, Khartum, Monte Video, New Orleans, Barcelona, Fez, Saloniki, Smyrna, Irkutsk, Lhassa, Valetta, Bokhara, Singapore.

7. Through what countries would the projected German through line, from Berlin to the Persian Gulf, pass? Describe the part already completed.

8. Name in order, going east from the longitude of Greenwich, the countries, seas, and islands that lie on or near the Equator.

9. Give a short account of Siberia, mentioning the chief rivers, lakes, mountain ranges, minerals, towns.

10. Mention the chief ports that would be passed in a coasting voyage from Aden to Hongkong.

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

1. Explain the mode of determining the latitude and the longitude of a place. What change takes place in the length of degrees of longitude as one approaches the Poles?

2. Explain the causes of (a) trade winds, (b) anti-trades, (c) monsoons, (d) cyclones.

3. Write notes upon the following: Vernal equinox; sargasso sea; cañon; moraine; Ballot's law of winds; bore.
4. What are the chief influences that affect the climate of a country? Give illustrations from New Zealand and other countries.
5. Give an account of the chief physical features, productions, and towns of the Argentine Republic.
6. What parts of Africa are British possessions, or under British influence; and what are the chief productions of each of these parts?
7. Give an account of the lake systems of New Zealand. In what parts of the colony are there manifestations of volcanic action?
8. What do you know of Buffalo, Creuzot, Fiume, Socotra, Port Moresby, Leeuwin, Dogger Bank, Karnak, Batoum, Nicaragua, Peshawar, Luzon?
9. Draw a map of the states included in the Commonwealth of Australia, showing the state boundaries and two important towns in each state.

Commercial Geography.—For Civil Service Senior (New Regulations). Time allowed: 3 hours.

1. What is the approximate population of (a) the British Isles, (b) Canada, (c) United States of America, (d) Australia, (e) New South Wales, (f) Victoria, (g) New Zealand?
2. What are the chief commercial productions of (a) South Australia, (b) the Pacific Islands, (c) Queensland, (d) Canada?
3. From what countries chiefly are the following commodities exported: Wool, coffee, raw cotton, manufactured cotton, hides, dairy produce, wheat, diamonds, copper, frozen meat?
4. Indicate approximately the total annual value of imports and exports of (a) Great Britain, (b) United States, (c) Australia, (d) New Zealand. In the case of New Zealand, mention the six principal articles both of import and of export.
5. What systems of currency prevail in the United States, Canada, France, Germany? Give approximately the par of exchange in each case.
6. From what countries does New Zealand obtain her supply of tea, kerosene, sugar, hardware, clocks, pianos? Where you name two or more sources of supply, place them, if possible, in order, determined by the amount of production of the commodity referred to.
7. How is the commerce of New Zealand affected by the Customs tariff of (a) Australia, (b) New Zealand herself?
8. Give some account of the more important trade routes leading to or from any New Zealand port, and indicate the nature of the goods brought or carried away by each route.
9. Draw a map of New Zealand, inserting the chief towns, railway lines, rivers, and mountains: and mark the localities or areas from which are obtained gold, coal, oats, wheat, kauri-gum, potatoes.

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

[Candidates are expected to attempt all the questions.]

1. King Alfred has been called "the wisest man of England," "England's darling," and "the most perfect character in history." Discuss the aptness of these epithets, with reference to his life.
2. Give an account of any attempts made since the Norman Conquest to invade England.
3. Sketch briefly the relations between England and Scotland before the union of the two kingdoms.
4. Write historical notes on the following: The Statute of Mortmain; the Statute of Praemunire; the Anglican Prayer-book; the Scotch Covenanters; the Massacre of Drogheda; the Test Act; the Boston Massacre; the Orange and Green factions; Malta; Criminal Law Reform.
5. Name (without comment) the chief naval heroes of England and their victories. Give dates.
6. Discuss the character and actions of (a) Sir Francis Bacon, (b) Sir Thomas Wentworth, Earl of Strafford.
7. Write an account of Waterloo, and explain why it is one of the greatest battles in the history of the world.
8. Estimate briefly the part played in English history by the following characters: Simon de Montfort; Wycliffe; Hugh O'Neill, Earl of Tyrone; Sir Robert Cecil, Earl of Salisbury; Titus Oates; Queen Caroline of Anspach; Daniel O'Connell; George Whitfield.

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

1. Say what you know of each of the following: Aidan; Gaveston; Glendower; Hengist; Langton; de Montfort, Wycliff; Tyler; Drake; Warwick the Kingmaker.
2. Sketch the life and character of Alfred the Great.
3. Give an account of the Seven Years' War.
4. Describe the career of the younger Pitt.
5. Trace the colonial expansion of England during the period 1603 to 1837.
6. What do you know of the following?—The Junto; Bill of Rights; Peace of Ryswick; Reform Bill; Triennial Act; Treaty of Utrecht.

English History.—For Civil Service Senior (Old Regulations). Time allowed: 3 hours.

1. What was the character of Walpole's administration? Give the chief events during his tenure of office.
2. Give some account of the struggle with France for the possession of India and North America.
3. Give a short sketch of the legislation against dissenters, and show how it was gradually relaxed.
4. Give an outline of Napoleon's career, and show how his schemes brought him into conflict with England.
5. Sketch the history of the reform movement.
6. What was the public opinion with regard to colonies prior to 1837? Illustrate your answer by reference to facts.
7. Give a short account of the measures introduced between 1800 and 1850 with the intention of improving the condition of the poorer classes.
8. Write brief notes on Bill of Rights, National debt, South Sea Bubble, Wood's halfpence, Junius, Peterloo.
9. Give a short account of the life of one of the following: Marlborough; Clive; Washington.

General History.—For Civil Service Senior (New Regulations). Time allowed: 3 hours.

1. Compare the ancient and the modern methods of colonisation. Illustrate your answer by examples.
2. Write brief historical notes on the following: Magenta; Navarino; Sedan; Sebastopol; Delhi; the march to Kandahar; the Edict of Nantes; the Holy Alliance; the Monroe doctrine; the *coup d'état* of 1851.
3. Give an account of the Renaissance in Europe.
4. Sketch the gradual rise of Prussia during the eighteenth and nineteenth centuries to the position of supremacy in Germany.
5. Describe the character and reign of Peter the Great, and his influence on the advance of Russia.
6. Estimate the historical importance of the following: John Sobieski; Richelieu; Mirabeau; Mazzini; Daniel O'Connell; the Chartists; Dupleix; Lord Dalhousie; Kossuth; Abraham Lincoln.
7. Discuss the statement that "England saved Europe" from French imperialism.
8. State concisely the various causes which alienated the Americans from the English between 1765 and 1880.

Constitutional History.—For Civil Service Senior (New Regulations). Time allowed: 3 hours.

Candidates may omit one question.

1. How did cabinet government attain its present position in England? Compare the nature of the cabinet in England and in the United States.
2. What enactments govern the succession to the throne?
3. State briefly the various steps by which the House of Commons has become the controlling influence in the state.
4. State shortly the nature of the feudal system. What system did it replace, and when did it cease to exist?
5. Give a short history of trial by jury.
6. What is the privilege of originating money bills in the British Parliament? Compare with the practice in the New Zealand and the Commonwealth parliaments.
7. Give a brief account of the history of taxation, showing different methods employed at various times.
8. What imperial courts have jurisdiction over cases arising in the colony? What obsolete forms of trial occur in English history.
9. What is meant by "an elective executive," and what by "the referendum"? Mention any advantages and any disadvantages these institutions would be likely to have in New Zealand.

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

CAMBYSES AND THE ETHIOPIAN BOW.

(a.) Cambyses, Persarum rex, quum Aethiopiam subigere constituisset, speculatores misit qui regionem explorarent. Rex Aethiopicus hos homines comprehensos sine injuriâ dimisit; deditque iis arcum quem jussit eos ad dominum eorum ferre, eique dicere talem eum esse quali Aethiopes vulgo uterentur, et neminem qui eum facile flectere non posset, bellum Aethiopibus inferre debere. Quum redissent legati, haec mandata afferentes, Cambyses irâ tam incensus est ut, omnibus rebus domesticis neglectis, statim proficisci inciperet, quum nec consilium cepisset, nec commeatum ad iter comparasset. Haud longe progressus erat, quum pedem referre coactus est; et quum domum rediisset, fratrem suum, qui solus arcum Aethiopicum flectere potuit, interficiendum curavit.

(b.) Age nunc ad externa *redeamus*. Matrem Phalaridis scribit Ponticus Heraclides, doctus vir, auditor et discipulus Platonis, visam esse videre in somnis simulacra deorum, quae ipsa *domi consecravisset*: ex his Mercurium e patera, quam *dextra manu* teneret, sanguinem visum esse fundere qui quum terram *attigisset refervescere videretur sic*, ut tota domus sanguine *redundaret*. Quod matris somnium immanis filii crudelitas comprobavit.—Cicero, de Div. I. xxiii. 46.

(c.) Postea Piso in Citeriorem Hispaniam *quaestor pro praetore* missus est, *adnitente Crasso*, quod eum infestum inimicum Cn. Pompeio cognoverat. Neque tamen Senatus provinciam invitus dederat: quippe foedum hominem *a republica* procul esse volebat: simul quia boni complures praesidium in eo putabant et jam tum potentia Cn. Pompeii formidolosa erat. Sed is Piso in provincia ab equitibus Hispanis, quos in exercitu ductabat, iter faciens occisus est. Sunt qui ita dicant, imperia ejus injusta, superba, crudelia, *barbaros nequivisse* pati: alii autem, equites illos, Cn. Pompeii veteres fidosque clientes, voluntate ejus Pisonem adgressos: nunquam Hispanos praeterea *tale facinus* fecisse, sed imperia saeva multa antea perpessos. Nos eam rem in medio relinquemus.—Sallust, Catil. xix.

2. Translate into English prose:—

- (a.) Errans in silva spinam calcavit Leo;
mox ad Pastorem cauda venit blandiens.
“Ne perturberis, imploro supplex opem,
non praedam quaero.” Ponit in gremio pedem
homo sublatum, et eximens spinam gravi
levat dolore. Redit hinc in silvas Leo.
Falso post tempus accusatus crimine
Pastor damnatur, atque ludis proximis
ieiunis proiici iubetur bestiis.
Emissae dum discursitant passim ferae,
agnovit hominem qui medicinam fecerat
Leo, et sublatum rursus in gremio pedem
Pastori ponit. Rex ut cognovit, statim
silvis Leonem, et Pastorem reddit suis.

—Phaedrus, Appendix, 15.

AD CHLOEN.

- (b.) Vitas hinnuleo me *similis*, Chloe,
Quaerenti pavidam montibus aviis
Matrem non sine vano
Aurorum et silvae metu.
Nam seu mobilibus *veris* inhorruit
Adventus foliis, seu virides rubum
Dimovere lacertae,
Et corde et *genibus* tremit.
Atqui non ego te *tigris* ut aspera
Gaetulusve leo frangere persequor:
Tandem desine matrem
Tempestiva sequi *viro*.

—Horace, Carm. I. xxiii.

3. Translate into Latin:—

- (a.) The master commanded his slave to kill him.
(b.) He returned to Italy and came to Rome with Caesar on the first of March.
(c.) He sent messengers to the captives to announce to them that he was coming to kill them.
(d.) Someone has said that he was unable to praise any one whose character had not been tested by adversity.
(e.) So great an army did Spartacus raise that he was able for two years to resist the armies sent against him by the Senate.
(f.) The general remained at Athens for the winter, not because he feared that he would be defeated, but because the roads were in bad repair, and because he wished to spare his men.

4. Parse the words underlined in the passages from Cicero and Sallust.

5. Decline the words underlined in the passage from Horace.

6. Write down the principal parts of the verbs used in the last six lines of the passage from Phaedrus.

7. “Sunt qui ita dicant.” When is *qui* followed by the subjunctive? Illustrate your answer by Latin sentences.

8. Give Latin sentences illustrating the expression of ideas expressed in English with the aid of the prepositions *to*, *by*, *with*, *in*, *into*, *at*, and *from*.

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

[NOTE.—Candidates are advised to attempt all the questions. Great importance is attached to translation from and especially into French.]

I. Translate into good English,—

A la mort du prince consort, la reine Victoria, frappée au cœur par la perte de son époux, s'est réfugiée dans sa douleur. Par la suite, on ne l'a vue qu'en de rares circonstances quitter la retraite sévère où elle s'était confinée. De là, pour le prince de Galles,

une obligation à laquelle il n'a pu ni dû se dérober. Comme une cour ne saurait indéfiniment rester en deuil, et que le métier de souverain entraîne des obligations mondaines et officielles auxquelles la reine entendait dorénavant se soustraire le plus possible, le prince de Galles s'est trouvé investi de la fonction royale dans les cérémonies de la cour d'Angleterre. La représentation est devenue son apanage, son lot. Une statistique curieuse publiée en 1890 par un journaliste américain est à ce point de vue aussi instructive que piquante. Cette année-là, de janvier à octobre, le prince de Galles se rendit 28 fois aux courses, 30 fois au théâtre, 43 fois à des dîners, bals, concerts, "garden-parties," remplit 45 obligations officielles et siégea 11 fois à la Chambre des Pairs.

II. Answer the following grammatical questions, which are based in consecutive order upon constructions occurring in the passage quoted above:—

1. *La mort*: Distinguish between *le mort*, *la mort*, and *la morte*.
2. *La reine Victoria*: Explain the use of the article. Quote three other cases in which the definite article must be used in French though not in English.
3. *Réfugiée*. . . *vue*: Explain clearly the rules determining the agreement of each of these participles.
4. *Douleur*: Name some abstract nouns in *eur* that are of the masculine gender.
5. *Où*: Replace this word by a phrase.
6. *Que le métier*: Write a note on *que*.
7. *Obligations mondaines*: Write a short note on the position of the French adjective. Parse *mondaines*.
8. *La cour d'Angleterre*: Why not *de l'Angleterre*?
9. *Est devenue*: Name ten other verbs always conjugated with *être*.
10. Write in words the numbers 1890, 43, and 11.

III. Translate into English:—

Quand Javert fut sorti, M. Madeleine se tourna vers elle, et lui dit avec une voix lente, ayant peine à parler comme un homme sérieux qui ne veut pas pleurer:—

Je vous ai entendue. Je ne savais rien de ce que vous avez dit. Je crois que c'est vrai, et je sens que c'est vrai. J'ignorais même que vous eussiez quitté mes ateliers (*factory*). Pourquoi ne vous êtes-vous pas adressée à moi? Mais voici: je payerai vos dettes, je ferai venir votre enfant, ou vous irez la rejoindre. Vous vivrez ici, à Paris, où vous voudrez. Je me charge de votre enfant et de vous. Vous ne travaillerez plus, si vous voulez. Je vous donnerai tout l'argent qu'il vous faudra. Vous redeviendrez honnête en redevenant heureuse. Et même, écoutez, je vous le déclare dès à présent, si tout est comme vous le dites, et je n'en doute pas, vous n'avez jamais cessé d'être vertueuse et sainte devant Dieu. Oh! pauvre femme!

C'en était plus que la pauvre Fantine n'en pouvait supporter. Elle se mit à genoux devant M. Madeleine, et, avant qu'il eût pu l'en empêcher, il sentit qu'elle lui prenait la main et que ses lèvres s'y posaient. Puis elle s'évanouit.

IV. Translate into French:—

The little boy one day heard his parents say, "The old man who lives opposite is well off, but he must be very lonely." The next Sunday morning he took something and folded it carefully up in a piece of paper. He then went to the door, and, when the woman who waited upon the old man came out, he said, "Will you give this to the old man who lives here? I have two tin soldiers, and he shall have this one, because he is so very lonely." The old woman looked very pleased, nodded, and took the tin soldier over to the house. In a short time she came back to ask if the little boy would not go over himself to pay a visit. His parents gave him leave, and so he went at once.

V. (1.) Let us go through the town, and call at the bookseller's in Queen Street; I wish to buy a copy of the history that has just been published.

(2.) DEAR BELL,—Though I have been so ill, I have not forgotten my schoolfellows in Dunedin. Tell our friends that I am getting well, and that I hope soon to see them all again.—Your affectionate cousin, NELLIE.

(3.) He had not gone a hundred yards before he perceived Harry eating his dinner under a hedge. They greeted each other, and fell to talking.

VI. (1.) Translate into English: (a) Possession vaut titre; (b) Vous avez la langue bien pendue; (c) Il a mis la clef sous la porte; (d) Attendez-moi sous l'orme; (e) A bon vin point d'enseigne; (f) Il tient de son père.

(2.) Translate into French: (a) He won't set the Thames on fire; (b) Make hay while the sun shines; (c) He lives from hand to mouth; (d) Charity begins at home.

(3.) How would you translate the italicised words in the following: (a) He lives close *by*; (b) This room is 5 ft. *by* 12 ft.; (c) You must bear your *part* of the blame; (d) Are you going to *part with* this? (e) Which *part* of the book do you like? (f) He is a man of *parts*; (g) *Light* the fire; (h) Put out the *light*; (i) It is getting *light*; (j) The duty *lights* on me.

VII. (a.) Give the English meanings of the following French words: *Cave*, *office*, *pendule*, *tuteur*, *injurier*.

(b.) Show by definition the difference of meaning between *devant* and *avant*, *jour* and *journée*, *pas* and *point*, *rivière* and *ruisseau*, *un ancien ami* and *un ami ancien*.

VIII. Rewrite the following sentence, drawing a line through each silent consonant: Quant à ses connaissances en musique, tout me porte à croire qu'elles étaient plus sérieuses que son amour pour l'humanité.

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

1. Translate into Maori by means of a single word in each case, except where "those" is used, when the word "tangata" may follow the distinctive word:—

- | | | |
|------------------------|----------------------|--------------------------------|
| A. "We two" (not you). | C. "They and I." | E. "Those" (near you). |
| B. "You and he and I." | D. "Those" (yonder). | F. "Those" (just referred to). |

2. Translate into English,—

Kaua e pa atu to ringa ki to tamaiti. Kaua e whiua to tamaiti. Kihai ahau i kite i a ia. Kaore ano ahau kia kite i a ia. He wai moku. Katahi ano ahau ka kite i tenei mea.

3. Frame a Maori phrase or sentence in which each of the following words is used, translating the phrase or sentence into English:—

Tupuna. Papa. Whaea. Hunaonga. Tuakana. Teina. Iramutu. Mokopuna.

4. Write a letter in Maori on one of the following subjects:—

The late visit of the Duke of York.
The war in South Africa.
Pigeon shooting in your district.
Eel fishing by torchlight.

Give an English rendering of your letter.

5. Translate the following into Maori:—

Now, O Son, hearken to me: The land and the sea were dark with men, and the renowned fighting chiefs of many tribes were to be seen in their ranks. This great army approached Kapiti in the darkness of night, and the first warning that we received was as they landed at dawn of day. Some of our people who lived on the hillside heard the sound of the paddles as they drew near, and they cried out in warning, "*E puta ki waho! Te whakaariki! Te whakaariki!*" We rushed out of our houses and down to the beach to repel our enemies. Then on the shores of lone Kapiti there was fought the great battle of Whakapaitai. O Son, the multitudes of the land were upon us. Far out upon the ocean we saw the myriads of canoes. So numerous were they that the sun could not shine upon the waters. We saw our fierce enemies of many a former battle hastening to obtain payment for their people whom we had slain. We saw the *raukura* and the *toroa*, the red and white plumes of the north and of the south. We saw the two long lines of war canoes closing in from Waikanae and Otaki. O Son, these were indeed the thousands of the land, while we of Ngatitooa were but as the *rau-hokowhitu* of olden days. . . . Ere long we, the warriors of Ngatitooa, drove the legions of the world back into the sea whence they came. Dark were the shores of Kapiti with the bodies of the slain. *Ta Ngatitooa pai!* Friend, that was how we destroyed the multitudes of the South beneath the shining sun. O Son, my words to you are ended.

6. Translate into English,—

Ko Rongokako, Ko Tamatea (Ngatikahungunu).

I noho o matou tupuna i Hawaiki i te tuhatahitanga o te noho ki te whenua, ko nga ingoa o aua tupuna o matou ko Rongokako, ko Tamatea, ko Ruawharo, ko Kupe, ko Ngake. Te take i maunu mai ai etahi o ratou ki te teretere haere he whawhai na ratou ki a ratou ano, mo tetahi whenua, me etahi maara kai, ko te ingoa o aua maara kai (kumara) ko Tawa-runga, ko Tawa-raro, ano ka kino te whakatete a ratou mo aua maara ka tu ka whawhai, a ka mate i reira, ko Moenga-kura, ko Moenga-toto. Ko enei tangata te tuatahi o te tangata i patua ki te turanga riri o mua. Ko te take o taua whawhai na te Hapu ki a Pounawa, a ko te hunga na ratou i hohou te rongo i mutu ai taua pakanga, ko Ririnoa, ko Muka-noa, ko Kai-pia, ko Kai-whanaunga me etahi atu, a mutu ana taua pakanga a noho pai ana te iwi. Muri iho ka putakea ano he pakanga, te take o tenei he wahine, ko te ingoa o taua wahine ko Are, kihai i roa ka mau ano te rongo, a mutu ana tenei.

Koi ra nga take i mahue atu ai a Hawaiki i o matou tupuna, a ahu ana mai te hoe mai ki tenei wahi, ki te rapu whenua ma ratou.

Ko Takitimu te ingoa o te waka i eke nui ai te hokowhitu o te Hapu ki a Tata, a rere mai ana ratou i te moana nui, a u noa mai ki enei motu ki te Ika-a-Maui, ki Aotea-roa.

He tere no te rere o te waka nei no Takitimu, a he tere no tana rere i te akau o nga motu nei i tapa ai ano he ingoa mona ko Horo-uta.

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

1. Define angle, right angle, obtuse angle, acute angle, straight line, parallel lines. Mention examples of these that occur in nature, or in buildings, and give practical methods of drawing them.

2. Any two sides of a triangle are together greater than the third.

Why does Euclid prove so "obvious" a theorem?

The side BC of a triangle ABC is bisected in D. Show that if BA = AC each of these sides is greater than BD, and that in any case one of them must be greater than BD.

3. If a side of a triangle be produced, the exterior angle is equal to the two interior and opposite angles, and the three interior angles of every triangle are together equal to two right angles.

How would you verify this experimentally? Show that if a pavement has to be entirely made of tiles of the same shape and size, there are only three regular geometrical forms that will do.

4. The opposite sides and angles of a parallelogram are equal to one another, and the diagonal bisects the parallelogram.

P, Q, R, S are the middle points of the sides DA, AB, BC, CD of a quadrilateral ABCD : show that PQRS is a parallelogram, whose sides are parallel to the diagonals of ABCD, and whose area is half that of ABCD.

5. The complements of the parallelograms that are about the diagonal of any parallelogram are equal to one another.

A point P is taken on the diagonal AC of a parallelogram ABCD, and joined with B and D : show that the triangle PAB is equal in area to the triangle PAD, and that the triangles PCB and PCD are also equal.

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

7. E is the middle point of AB, and C is any other point in AB : the squares on AC and CB are together double of the squares on AE and EC.

The sum of the squares on the sides of a parallelogram is equal to the sum of the squares on its diagonals.

8. AB and AC are two given straight lines : it is required to describe an equilateral triangle DEF, having its vertex D on AC, and its base EF of given length on AB.

Carefully discuss the logic of your method of solution.

Euclid, Books I.—IV.—For Civil Service Senior (Old Regulations). Time allowed : 3 hours.

1. The opposite sides and angles of a parallelogram are equal, and the diagonals bisect one another.

If two opposite sides of a parallelogram be bisected, and two lines be drawn from the points of bisection to opposite ends of one diagonal, these two lines trisect the other diagonal.

2. ABC is an obtuse angled triangle, having the obtuse angle at C ; squares are described on the three sides, and perpendiculars are drawn from A, B, C to the opposite sides, or the opposite sides produced ; these perpendiculars are produced to meet, in L, M, N, the opposite sides of the squares, or these sides produced, that have been described upon the sides to which the perpendiculars have been drawn : prove the parallelogram BL equal to the parallelogram BN.

What other parallelograms may be proved equal ?

3. Let ABCD be a square, and in AB, BC, CD, DA take four points, E, F, G, H, so that AE, BF, CG, and DH shall be equal to one another, and join E, F, G, H : prove that the figure EFGH is a square.

Hence, assuming II. 4, prove I. 47.

4. State and prove the proposition in the Second Book about the square on the side of a triangle subtending an acute angle.

If the base AB of a triangle be divided in D, so that $AD = 2 DB$, then $AC^2 + 2 BC^2 = AD^2 + 2 BD^2 + 3 CD^2$.

5. Describe a square equal to a given rectilineal figure.

6. If one circle touches another internally, the straight line joining their centres and produced passes through the point of contact.

A circle touches another circle, and also touches a radius of the latter circle at the middle point of that radius : prove that the radii of the circles are as 3 is to 8.

7. The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.

State also and prove the converse of this proposition.

8. Two circles touch externally : prove that any line drawn through the point of contact cutting the circles cuts off similar segments.

9. Inscribe a regular pentagon in a given circle.

10. The area of a triangle is equal to half the rectangle contained by the sum of the sides and the radius of the inscribed circle.

11. If two opposite sides of a quadrilateral be produced to meet in P, and if G, H be the middle points of the diagonals of the quadrilateral, the triangle PGH is equal to a quarter of the quadrilateral.

Euclid and Trigonometry.—For Civil Service Senior (New Regulations). Time allowed : 3 hours.

1. Triangles on the same base and between the same parallels are equal.

Given a rectilineal figure of five sides, show how to describe a quadrilateral equal to it. Hence, show how a triangle may be constructed equal to any rectilineal figure.

2. State the enunciations of the propositions of the Second Book which refer to a straight line divided into any two parts. Give the corresponding algebraical formulae.

3. Three times the sum of the squares on the sides of a triangle is equal to four times the sum of the squares on the lines drawn from the angular points to the middle points of the sides.

4. The angles in the same segment of a circle are equal.

5. If a side of an isosceles triangle, having each of the angles at the base double of the angle at the vertex, be represented by unity, find the base.

5—E. 1A.

6. The sides of a right-angled triangle are 3, 4, 5 inches in length: find the length of the perpendicular from the right angle.

7. Similar triangles are to one another in the duplicate ratio of their homologous sides.

There are two equilateral triangles, and a side of one is three times a side of the other: compare their areas.

8. Define the circular measure of an angle, a radian, and a degree.

Prove the formulae for $\sin(A+B)$ and $\cos(A-B)$, and find the value of $\tan 3A$ in terms of $\tan A$.

9. If A, B, C are the angles of a triangle, prove—

$$(i.) \cos 2A + \cos 2B + \cos 2C + 4 \cos A \cos B \cos C + 1 = 0.$$

$$(ii.) \sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}$$

$$(iii.) \tan \frac{A-B}{2} = \frac{a-b}{a+b} \cot \frac{C}{2}$$

10. Define the logarithm of a number to a given base. What are the advantages of using 10 as a base?

$$\text{Prove } \log_a b = \frac{\log_x b}{\log_x a}$$

$$\text{Given } \log_3 3 = a, \log_5 5 = b, \log_7 7 = c: \text{ prove } \log_{10} 14 = \frac{1+abc}{1+ab}$$

11. Two sides of a triangle are in the ratio of 8 to 5, and the angle between them is 50° : find the remaining angles.

$$\text{Given } \log 3 = 0.4771213$$

$$\log 13 = 1.1139434$$

$$L \cot 25^\circ = 10.3313275$$

$$L \tan 26^\circ 19' = 9.6942478$$

$$L \tan 26^\circ 20' = 9.6945656$$

12. Twenty feet from the foot of a tower the angle of elevation of the top is three times the angle of elevation from a point 100 feet from the foot: find the height of the tower.

Trigonometry.—For Civil Service Senior (Old Regulations). Time allowed: 3 hours.

1. ABCD is a rectangle, AE is perpendicular to BD, and EF is perpendicular to BC: prove that $\tan BAF = \sin ABD \cos ABD$.

The angles of a triangle are as 2:3:4: express them in circular measure.

$$2. \text{ Prove } \cos^2 \theta + \cos^2 (60^\circ - \theta) - \sin \theta \sin (60^\circ - \theta) = \frac{5}{4}$$

3. Express $\frac{1}{4}(\sin \theta \sin 3\phi - \sin \phi \sin 3\theta)$ as the product of 4 sines.

4. Prove—

$$(i.) \frac{1 - \sin A \cos A}{\cos A (\sec A - \operatorname{cosec} A)} \times \frac{\sin^2 A - \cos^2 A}{\sin^2 A + \cos^2 A} = \sin A$$

$$(ii.) \tan^{-1} \frac{5}{7} + \tan^{-1} \frac{1}{8} = \frac{\pi}{4}$$

5. If A, B, C are the angles of a triangle, and a, b, c the sides opposite to them, prove—

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

$$(ii.) \tan A + \tan B + \tan C = \tan A \tan B \tan C$$

$$(iii.) (a^2 - b^2) \cot C + (b^2 - c^2) \cot A + (c^2 - a^2) \cot B = 0$$

6. Find an expression for all the angles which have a given tangent.

Find all the values of θ which satisfy the equation $(\sqrt{3} - 1) \tan \theta = 1 - \sqrt{3} \tan^2 \theta$

$$7. \text{ Given } \log 2 = 0.3010300$$

$$\log 3 = 0.4771213$$

$$\text{Find } x \text{ from the equation } 2^x + 2^{x-1} = 10$$

How many digits are there in 2^{30} ?

8. Find the values of the sine and cosine of an angle of a triangle in terms of the sides.

9. When two sides of a triangle and the angle opposite one of them are given, under what circumstances will there be two solutions, one solution, or no possible solution?

If $a = 42, b = 80, B = 60^\circ$, find A .

$$\text{Given } \log 2 = 0.3010300, \log 3 = 0.4771213, \log 7 = 0.845098$$

$$L \sin 27^\circ 2' = 9.6575423$$

$$L \sin 27^\circ 3' = 9.6577898$$

10. At a point in a horizontal plain the elevation of the top of a mountain above the horizontal plain is $25^\circ 12'$; at another point in the plain a mile further away in a straight line the elevation is $12^\circ 18'$: find the height of the mountain in feet.

$$L \sin 25^\circ 12' = 9.6292$$

$$L \sin 12^\circ 54' = 9.3488$$

$$L \sin 12^\circ 18' = 9.3284$$

$$\log 4.063 = 0.6088$$

Mechanics.—For Class D, and for Civil Service Senior (Old and New Regulations) and Junior. Time allowed: 3 hours.

1. Define "acceleration," and explain what is meant by saying that the acceleration due to gravity is 32 ft. per second per second. If a body fall from rest for 12 seconds, how far will it fall? How far does it fall in the 12th second? If it starts with a velocity of 30 ft. per second downwards, how far will it fall in 12 seconds?

2. State Newton's laws of motion, and give some facts in illustration. Deduce a method of measuring force.

3. A particle slides down a smooth inclined plane whose inclination to the horizon is 30° : show that it takes twice as long to descend a given vertical distance as a particle falling freely under gravity.

4. Show how to find the magnitude of the resultant of two forces acting at a point. Show how to find the resultant of any number of forces acting at a point.

5. ABCD is a square, and E, F are the middle points of BC, CD; forces represented in magnitude and direction by AE, BF and DA act at a point: prove that the resultant is represented by $\frac{1}{2}$ AC.

6. Prove that the algebraical sum of the moments of two forces which meet in a point about any point in their plane is equal to the moment of their resultant about the same point.

7. Having given the centre of gravity of a body, and also the centre of gravity of part of it, find the centre of gravity of the remainder.

One of the four triangles into which a parallelogram is divided by its diagonals is taken away. Find the centre of gravity of the remainder.

8. Find the relation of the power to the weight in a system of heavy pulleys, each of which hangs by a separate string attached to the supporting beam.

There are 4 pulleys in this system, and the mechanical advantage is 8 when the weight is 1 cwt: find the weight of each pulley, the pulleys being all equal.

9. Explain the meaning of specific gravity of a substance. Describe a method of finding the specific gravity of a solid. Find the specific gravity of standard gold which is a mixture of 11 parts by weight of pure gold and one of copper, the specific gravity of pure gold being 19.3 and of copper 8.9.

10. Explain how the pressure of a liquid alters with the depth below the surface.

If the atmospheric pressure be 15 lb. a square inch, and the pressure 20 ft. down in water is 25 lb., what will be the pressure at a depth of 40 ft.?

11. Find the conditions of equilibrium of a body floating and partially immersed in a fluid of uniform density.

A cube, each edge of which is 8 in., floats in water; a weight of 200 oz. placed on it is just sufficient wholly to immerse it: find the weight of the cube.

12. State Boyle's law, and describe an experiment for proving it.

13. Describe the construction and action of Smeaton's air-pump.

Physics.—For Class D, and for Civil Service Senior (Old Regulations) and Junior. Time allowed: 3 hours.

1. Define the terms "Unit quantity of heat," "Specific heat," "Capacity for heat," and "Latent heat of fusion." How would you determine the specific heat of copper?

200 grams of mercury, at a temperature of 50°C ., are poured into a cavity in a large block of ice. If the specific heat of mercury be 0.03, how much ice will be melted.

2. What do you understand by the coefficient of cubical expansion of a substance? Describe the volume changes experienced by a mass of ice when its temperature is slowly raised from -10°C . to 120°C .

3. Describe experiments to illustrate the fact that substances with high emissive powers are also good absorbers of radiant heat.

4. How has the velocity of sound in air been determined? Point out the possible sources of error in the method you describe, and indicate how errors may be eliminated.

5. On what do the intensity and the pitch of a musical note depend? Mention experiments in support of your statements.

6. Describe two methods whereby the intensity of two sources of light may be compared.

7. State the laws of reflection of light, and draw a diagram to explain the formation of the image of a small luminous object, placed half-way between the centre of curvature and the principal focus of a concave mirror.

8. What is meant by the magnetic meridian at a given point upon the Earth's surface? How can the position of the magnetic meridian be ascertained?

9. Explain why the current from a zinc-copper pair, in dilute sulphuric acid, rapidly weakens when electrical communication is established, and describe the construction of two forms of cell in which this defect is remedied.

Magnetism and Electricity.—For Civil Service Senior (New Regulations). Time allowed: 3 hours

1. Define the terms "Unit magnetic pole," "Strength of a magnetic pole," and "Moment of a magnet." How may the moments of two magnets be compared?

2. What do you understand by the magnetic elements at a given place? Explain carefully how any one of the magnetic elements may be accurately determined.

Find the total magnetic force at a place where the horizontal component is 0.18 dyne and the dip 45° .

3. Describe the construction of the gold-leaf electroscope. How may the instrument be employed to determine the nature of the electrification of a charged body?

4. State the laws of electrical attraction and repulsion. How can these laws be experimentally verified?

Two similar small spheres are respectively charged with + 30 and - 10 units of electricity, and are placed 10 centimetres apart. What will be the force acting between them before and after they are put into communication by a thin wire?

5. Define electrical potential at a point. What quantity of electricity must be given to an insulated sphere 5 centimetres in diameter, so that its potential may be raised from zero to 15?

6. Describe the construction of Daniell's cell and of Leclanché's cell, and point out the relative advantages and disadvantages of each.

7. State Ohm's law. How would you attempt to prove the law experimentally?

8. Explain the construction of the metre bridge. How would you use the instrument to compare the specific resistances of iron and of copper?

9. State the fundamental laws of electrolysis. How would you compare the electro-chemical equivalents of hydrogen and of silver.

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

1. Explain clearly how the composition of atmospheric air has been accurately ascertained. Why is air regarded as a mixture and not as a compound?

2. How is sulphuretted hydrogen commonly prepared? What are its properties? What happens when the gas is passed into a solution of (1) nitric acid, (2) copper sulphate, (3) caustic soda?

3. In what forms is phosphorus capable of existence? Contrast the properties of the different forms, and explain how it can be proved that both forms consist of the same element.

4. By what characters could you distinguish between (a) Epsom salts and white vitriol (b) common salt and nitre, (c) chalk and white lead?

5. Explain the statement that 32.5 grams of zinc are *chemically equivalent* to 1 gram of hydrogen. How would you proceed to test the proof of the statement experimentally?

6. What weight of soda crystals would be required to neutralise 100 grains of 10-per-cent. sulphuric acid? What volume would the resulting gas occupy at 0° C. and 760 mm. pressure?

7. Compare the properties of the oxides of carbon, and describe carefully how you would prepare each of the oxides in a pure and dry state.

8. How are lime and caustic soda prepared? Mention any commercial uses of these compounds.

Biology.—For Class D, and for Civil Service Senior (Old Regulations) and Junior. Time allowed : 3 hours.

[Candidates must answer questions in one branch of the subject only. All answers should be illustrated, where possible, by diagrams.]

ANIMAL PHYSIOLOGY.

1. Give an account of the process of digestion, and describe the principal organs which are employed in the process.

2. Draw a diagram of the bones of the arm, and give their names.

3. State what you know about the structure of the brain.

4. Explain the cause of the circulation of the blood, and describe its course through the body.

5. Explain what is meant by reflex action of the nerves, and give examples.

6. Draw a diagram showing the structure of the eye; state the functions of the different parts.

7. Describe the nature of blood, and explain what occurs when blood coagulates.

8. What are hairs, and how do they grow?

BOTANY.

1. Describe the circulation of fluids in a plant, and explain as well as you can how this circulation is caused.

2. What is the difference between respiration and transpiration in plants?

3. Describe the structure of the stem in a dicotyledonous tree, and explain what is meant by bark.

4. How is it that some plants are able to twine round a stick and others to climb by means of tendrils?

5. Describe the different forms of leaf-venation found in plants.

6. State the different ways in which plants secure cross-fertilisation.

7. What plants are included in the Gymnosperms? Explain how you distinguish them from Angiosperms.

8. Give the characters of the flower and fruit in the following orders: Compositae, Liliaceae, Scrophulariaceae, and Ranunculaceae.

Physiology and the Structure of the Body.—For Civil Service Senior (New Regulations). Time allowed : 3 hours.

[All answers should be illustrated, when possible, by diagrams.]

1. Describe a typical animal cell and its more important modifications.
2. Name the chief muscles which are used in moving the arm and the fingers, and describe their action.
3. What is the lymphatic system, and what are its functions?
4. Draw a diagram showing the structure of the eye. What are the functions of the various parts?
5. Describe the minute structure of the kidneys. Describe their functions.
6. What are the chief differences between animals and plants?
7. State what you know about the structure of the brain of some mammal.
8. Describe the structure and functions of the vocal organ in some mammal.

Geology.—For Civil Service Senior (New Regulations). Time allowed : 3 hours.

1. Give the chemical and physical characters of the following minerals : quartz, orthoclase, olivine, and calcite.
2. Name the principal ores of copper, lead, zinc, and iron, and state the chemical composition of each.
3. Explain the difference between the strike and the outcrop of a rock, and give examples in which they coincide, and in which they differ.
4. Describe the process of subaerial denudation and its effects.
5. Name the different varieties of calcareous rocks, and explain how they have been formed.
6. Explain the different theories of the growth of coral reefs and atolls.
7. Draw diagrams of anticlinal, monoclinal, and isoclinal curves, and also of a normal inclined fault.
8. How are the relative ages of sedimentary rocks ascertained?
9. Give an account of the Dinornithidae.

Shorthand.—For Civil Service Junior. Time allowed : 3 hours.

INSTRUCTIONS TO SUPERVISORS.

1. Inform candidates before the time for taking this subject that they may use pen or pencil as they please for taking notes, which should be written on ruled paper, but that they must transcribe those notes into longhand with pen and ink.
 2. Inform candidates that when once you have begun to dictate you cannot stop until the passage is finished.
 3. Dictate the passage at the rate of 50 words a minute.
- N.B.—It will be well to practise reading these aloud some time beforehand, looking at a watch or clock, so as to accustom yourself to reading at the exact rate indicated. The matter to be read is marked off into sections, each of which is to occupy a minute. The Supervisor will perhaps find it advisable to mark it off into smaller sections, each containing the number of words to be read in fifteen seconds, and to read one section in every quarter of a minute. As the candidates hear the passage read only once, the reader's articulation ought to be very clear, and the candidates ought to be so placed as to be able to hear well.
4. Inform candidates that rapidity in transcribing notes into longhand is essential, and note carefully on the transcribed copy the exact time taken in the transcription of the passage.
 5. Inform them also that the clearness and accuracy of the shorthand notes (which must in every case be sent in attached to the transcript) will be taken account of by the examiner; and that they must not alter the shorthand notes after the dictation is finished.

At the rate of 50 words a minute. Takes 10 minutes.

- I think I had better commence by answering, as far as I am able, the question which the noble Earl asked me with regard to the present state of negotiations at Peking. I am glad to say that since I last addressed your Lordships on this subject, and particularly of late, there has been, apparently, rapid progress in these negotiations, which I think I am justified in regarding with satisfaction. Certainly for a considerable time we seemed to be confronted with something very like a deadlock, and I have no doubt that, if anyone were to ask the Representatives of the Powers at Peking what the deadlock was due to, they would be apt to reply that it was attributable to the persistence with which the British Representative pressed the demands which he had been instructed to prefer by his Government. While we were perfectly ready to meet the other Powers half-way upon matters of comparatively secondary importance, there were some points, particularly concerning those commercial interests of which the noble Earl spoke, upon which it was not desirable for us to make any concessions. My Lords, there were two points in particular of which this may be said. In the first place, we were not prepared to allow the credit of this country to be used for the purpose of securing debts due to other Powers—debts in the compilation of which we had no voice and no responsibility. The other point was this: we were not prepared to be a party to any arrangement under which the commerce of this country would be taxed beyond the limits at present laid down by our Treaty rights for the purpose of providing the revenues necessary for the service of these indemnities. On these two points it was impossible for us to give way. If we had given way we should, I think, have been in the position—if I may use a homely simile—of that proverbial dog who was propitiated by biting off his own tail, only that we should have given only a very small morsel of the tip of the tail, whereas the more substantial portion of that tail would have been otherwise distributed. Our position was this: We were not prepared to agree to the further increase of the interior Customs duties,

- 8 except under some arrangement which would secure to the trade of this country | compensating and adequate advantages, and we had this further object in view : that it seemed to us that if any concession were made upon this point it ought to be a revokable concession, for
- 9 the reason that it was on the cards that China might at some future time withdraw | those advantages, in consideration of which we might allow the Customs tariff to be increased. My Lords, the only way of meeting such a breach of faith on the part of the Chinese Government would be by a corresponding withdrawal of permission to levy additional taxation on
- 10 our imports. |

Shorthand.—For Civil Service Senior (Old and New Regulations).

INSTRUCTIONS TO SUPERVISORS.

1. Inform candidates before the time for taking up this subject that they may use pen or pencil as they please for taking notes, which should be written on ruled paper, but that they must transcribe those notes into longhand with pen and ink.

2. Inform candidates that when once you have commenced to dictate you cannot stop until the passage is finished.

3. Dictate the passages at the following rates of speed :—

(a) 80 words a minute (old regulations).

(b) 130 " " (new regulations).

N.B.—It will be well to practise reading these aloud some time beforehand, looking at a watch or clock, so as to accustom yourself to reading at the exact rate indicated. The matter to be read is marked off into sections, each of which is to occupy a minute. The Supervisor will perhaps find it advisable to mark it off into smaller sections, each containing the number of words to be read in fifteen seconds, and to read one section in every quarter of a minute. As the candidates hear the passage read only once, the reader's articulation ought to be very clear, and the candidates ought to be so placed as to be able to hear well.

4. Inform candidates that rapidity in transcribing notes into longhand is essential, and note carefully on the transcribed copy the exact time taken in the transcription of each passage. Candidates must not look at their notes while a passage that does not concern them is being read.

5. Inform them also that the clearness and accuracy of the shorthand notes (which must in every case be sent in attached to the transcript) will be taken account of by the examiner; and that they must not alter the shorthand notes after the dictation is finished.

PASSAGES FOR DICTATION (Old Regulations).

(a.) At the rate of 80 words a minute. Takes 10 minutes.

- Recent events in Australia's political career lead to the belief that the new Commonwealth is determined to set its stamp upon the opening pages of twentieth century history as a living exponent of the most radical principles of federated absolutism. An insular government far removed from the long-established industrial and commercial centres, she is naturally dependent upon over-sea trade for the largest share of her prosperity. This is a condition which no amount of internal development can ever alter. | Whatever may be her future, her geographical position makes it imperative that trade be carried on with other peoples separated from her by thousands of miles, but allied to her in the closest bonds of interdependent relationship. Notwithstanding her great size, and the vast powers vested in her recently-established Federal Government, Australia is still a British colony, and not an absolutely independent alliance of States. And yet how like such utter independence are
- 2 her recent parliamentary acts with reference | to her shipping. It is one of the anomalies of the age that a country so essentially a commercial country should have neither the means of building ships nor the men to man them, but such is the case, and her vast transmarine trade, both export and import, is carried on in vessels owned and managed abroad. We do not mean that Australia has no ships. She has, with New Zealand and Tasmania,
- 3 sailing vessels whose aggregate burden reaches | 185,377 tons, and steamers representing 246,926 tons; but these figures are so far short of the total tonnage required by her manifold interests that they need hardly be taken into consideration, except that perhaps they are the mere beginning of greater things. It may be knowledge of her own insufficiency in this respect, or it may be ignorance of probable results, which has induced the
- 4 Australian Parliament to enact legislation which | cannot fail to be severely prejudicial to the Commonwealth's subsequent prosperity. An exhaustive article from the "Times," published in our last Saturday's issue, explained carefully the details of the Australian shipping controversy. It is therefore unnecessary to enter fully upon its various points again, but in order to show how independent the new Federation is, or proposes to be, of steamship dominance it will be necessary to recite a few of the facts which underlie the whole question.
- 5 At the | time of the promulgation of the long-cherished scheme of Australian Federation, when, in other words, the Commonwealth Act was framed, it was understood by all who read the articles of federation, that Australia's shipping trade would be conserved at any cost, and that the danger of molesting or restricting it in any way would be most carefully guarded against. The wording of the Act is eminently indicative of a desire to respect the rights and
- 6 liberties of foreign-going | shipowners. By clause V. it strictly confines the operation of the Constitution and laws to "all British ships, the Queen's ships of war excepted, whose first port of clearance and whose port of destination are in the Commonwealth." The wording here is so clear that misconception of the intent is practically impossible. It is simply a differentiation between coastwise and foreign trade, which is conspicuously observed all
- 7 through the Act. The most vital clause of all as affecting the present question, | clause 101 runs as follows: "There shall be an Inter-State Commission with such powers of adjudication and administration as the Parliament deems necessary for the execution and maintenance within the Commonwealth of the provisions of this Constitution relating to trade and commerce." Note well the phrase, "within the Commonwealth"; keeping it in mind, let us consider the

- 8 wide difference between its implied promise of non-interference in shipping concerns outside the Commonwealth and the attempts made in the first Federal Parliament to impose restrictions in that very direction. The first manifestation of this spirit appeared when it was proposed, in the Postal Bill, to prohibit the employment of Asiatics on board mail-steamers trading to and from the ports of the Commonwealth and Europe. The Secretary of State for the Colonies at once pointed out to the young Government that such a measure was
- 9 distinctly beyond their authority to enact, inasmuch as it would involve, if passed, a violation of existing contracts of international law. It was therefore dropped, but the Government still hoped to ultimately gain their point, and cable advices received lead us to infer that they have succeeded, not in the case of existing agreements, it is true, but in so far as future contracts are concerned. On what authority such a radical measure can be enforced is difficult to
- 10 understand. The Australian mail-service is in the hands of at least nine companies. |

(New Regulations.)

(b.) At the rate of 130 words a minutes. Takes 7 minutes.

- My honourable friend the member for Islington complains that the civil administration is to blame in regard to the matter he brought before the Committee. I do not want to throw blame on anybody's shoulders, but all the matters he dealt with are matters of military administration. He has not proved any case against the military authorities, and has not justified the position he took up. I entirely agree with him that while we ought to be considerate to our enemies, we ought not to ignore the loyalists in South Africa. Our first duty is to our friends, and my honourable friend has not proved any failure on our part in that respect. Large funds have been provided to secure for the refugees driven out of the
- 1 Transvaal, and waiting | to go back to Johannesburg, any luxuries, as well as necessities, in which they may be deficient. Recently these funds have been almost exhausted, and the Government recognise their duty; but Lord Milner has taken immense trouble in regard to these matters, and taken the measures which are most wise and most calculated to secure the object we desire to carry out. Two Committees have been considering and providing for the necessities of these refugees. Only very recently I telegraphed to Capetown asking whether they wanted more money, and informing them that if they did it would be placed at their disposal. I received a reply to the effect that, although the funds were low, they were
- 2 prepared to continue to act on the same principles as before, but that | they had to be careful not to pauperise recipients by giving assistance broadcast. That is the principle acted upon by the representatives of the refugees themselves. I regret the language used by my honourable friend when he said he did not know whether there was favouritism or jobbery. When he says that, he is insinuating that these things do exist. I told him I regarded the charge as one of the most serious that could possibly be brought against the military administration, and that, although I am not answerable for the military administration, yet that I would, in my position as Secretary of State for the Colonies, interfere and endeavour to secure that right should be done, if he would give me any proof or any evidence that
- 3 I could | follow up. But my honourable friend, for reasons which I appreciate, has declined to do that. He has not given me the name of one single person who has gone up to Johannesburg who ought not to have been allowed to go. Does he really think I am justified in telegraphing to Lord Kitchener, insinuating to him favouritism and jobbery, on an anonymous accusation of this kind, of which I have not the slightest evidence? It is an enormous business to decide, under existing circumstances, who should, and who should not, go up to Johannesburg, and I think it is very likely that mistakes have been made. In regard to all those mistakes, I should be delighted to take the necessary steps
- 4 to put matters right, if anyone would furnish me with particulars; but as long as the statements are vague and anonymous, it is impossible for me to go into that further. My honourable friend says that his wish was that everyone should go up to Johannesburg. That is the wish of all of us. That would be a proof that the end is near at hand. Hitherto it has not been possible to allow great numbers to go up there, because it would be impossible to provide them with the necessities of life. The whole of the orders for rolling-stock have been placed. M. Girouard is in charge of the railway in South Africa, and I believe everyone will agree that
- 5 no one more capable or competent could have been selected. We intend, as far as possible, | to leave him an entirely free hand. It is his opinion that when he obtains this additional rolling-stock, which is to consist of, I think, sixty engines and 400 trucks, he will be able to supply a very much larger number of persons at Johannesburg. Other steps we are now considering in conference with the military authorities, and altogether I am hopeful that the wish of my honourable friend may be gratified—perhaps even sooner than he expects. As to the question of my right honourable friend the member for Forest of Dean, with regard to the constabulary, the duty this body will always perform will be of a semi-military character, until the
- 6 need for semi-military operations disappears. They are under the control of | the Commander-in-Chief, and they may be regarded as a military force. The right honourable gentleman the member for Monmouth complained of the form of the vote, and went on to suggest that part of it ought to be a military vote. It is very difficult when war is going on to say properly what is military and what civil expense. This is put in a civil vote because ultimately the constabulary will be a civil vote placed on the revenues of the Transvaal and not upon the revenues of this country. It seems to me reasonable to regard it at present as part of the expenses of the war, against which we shall have to place whatever sum we may think fit to
- 7 charge upon the Transvaal revenue. |

Book-keeping.—For Civil Service Senior (New Regulations). Time allowed: 3 hours.

[Candidates are not required to answer more than ten questions.]

1. What is the fundamental rule in double entry book-keeping?
2. What is the difference between "Receipts and Payments," and "Income and Expenditure"?
3. How is double entry applied in public accounts (*i.e.*, trust accounts), where the entries in the principal books are necessarily cash?
4. What are "Real," "Personal," and "Nominal" accounts? Name some which would come under each classification.
5. A registered company requires principal books, subsidiary books, and statistical books. Name some of each.
6. What is "Capital"? How is it ascertained (*a*) in a private business; (*b*) in a registered company?
7. The ledger being the summary of all the principal books (or journals), how would you classify the cash-book and the rate-roll of a Road Board.
8. What is the difference between subscribed capital and paid up capital in a company?
9. Brown and Co. owe creditors £480; they have book-debts outstanding, £1,240; stock in hand, £500; bills receivable (undiscounted), £670; bills payable, £700; leasehold property, valued at £600: make out a balance-sheet.
10. The trial balance-sheet of W. Green's ledger on the 30th June, 1901, is as follows:—

	£		£
Salaries and Wages	590	Capital	8,000
Rent and Rates	475	Bank	500
Interest and Discount	340	Sundry creditors	3,660
Customs Duties	1,743	Sales of goods	14,700
Stock, 30th June, 1900	1,300		
Purchases	16,000		
Cartage, &c.	112		
Sundry debtors	5,800		
W. Green's drawings	500		
	<u>£26,860</u>		<u>£26,860</u>

The stock on hand on 30th June, 1901, was valued at £4,400. Make out "Trading Account," "Profit and Loss," and "Balance-sheet."

11. The receipts and payments of the Aorangi Borough Council for the year ending 31st March, 1901, are as follows: Rates, 1899, £12 10s.; Rates, 1900, £2,747 (the outstanding rates being £84); Hotel Licenses, £80; Dog-collars, £147; Repairs to roads, £840; New channelling and footpaths, £1,300; Salaries and collecting, £380: all money has been paid into the bank. Make out the Council balance-sheet, showing the bank balance.

12. Freak Bros., London, consigned to A. Albert, Wellington, for sale and returns, 100 tons of salt, f.o.b., the *pro forma* invoice being for £500. The goods arrived in Wellington on the 4th August, 1901. Albert sold, to arrive, 50 tons, @ £4 per ton, due 4th December. Sold on the 4th September, 20 tons, @ £3 18s. per ton for cash, and the balance @ £3 15s. per ton, due 4th November. On arrival he paid duty, £25; freight, &c., £40. Make out account sales, deducting 5% commission, and 2½% delcredere. Find the average due date.

Approximate Cost of Paper.—Preparation, not given; printing (4,075 copies), £33 8s.

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