

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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