

1885.  
NEW ZEALAND.

# CIVIL SERVICE EXAMINATION BOARD

(ANNUAL REPORT OF THE).

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

The CHAIRMAN, Civil Service Examination Board, to the Hon. the COLONIAL SECRETARY.

SIR,—

Office of the Civil Service Examination Board,  
Wellington, 28th May, 1885.

I have the honour to submit the following report of the proceedings of the Civil Service Examination Board since the date of my last report :—

## BOARD OF EXAMINERS.

The Board consists of the following gentlemen :—

G. S. COOPER, Esq., Under-Secretary (Chairman).  
Rev. W. J. HABENS, B.A., Inspector-General of Education.  
J. HECTOR, Esq., M.D., C.M.G., F.R.S., Director of the Geological Survey.  
J. HISLOP, Esq., LL.D., Secretary for Education.  
A. MACGREGOR, Esq., M.A.  
J. MCKERROW, Esq., Surveyor-General.

NOVEMBER, 1884, EXAMINATION.

## JUNIOR EXAMINATION.

One hundred and nine candidates were examined ; 56 passed, 53 failed.

Of the candidates who failed, 6 failed in 4 subjects, 7 failed in 3 subjects, 10 failed in 2 subjects, 30 failed in one subject ; 24 failed in English, 20 failed in arithmetic, 32 failed in history, 17 failed in geography.

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

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
1	Redward, Ernest Yevily	Wellington	Te Aro School, 5 years; Mount Cook School, 2 years; Wellington College, 1½ years	356	493	490	505	..	..	1844
2	Fookes, Thomas Cracroft	Nelson ..	State School, Waverley, 1 year; Beach School, New Plymouth, 1 year; Nelson College, 5½ years	371	374	515	495	..	..	1755
3	Tripe, Joseph Albert ..	Wellington	Private School, 1 year; Mount Cook School, 3 years; Wellington College, 2½ years	319	529	455	395	..	..	1698
4	Deck, John Massy ..	Nelson ..	Lower Moutere Public School, 7 years; Nelson College, 1½ years	320	505	335	440	..	..	1600
5	Smyth, Edward William	Wellington	Kaiwarra School, 6 years; Thorndon School, 1 year; Wellington College, 2 years	350	503	410	335	..	..	1598
6	Sadd, James Barton ..	Nelson ..	Public Schools, 5 years; Nelson College, 1 year	459	430	365	335	..	..	1589
7	Severne, Francis Leigh	Nelson ..	Newton East District School, Auckland, 3 years; Nelson College, 8 months	401	492	380	315	..	..	1588
8	McNab, Alexander ..	Lawrence	Bluespur School, 7 years; District High School, Lawrence, 2½ years	371	456	305	445	..	..	1577
9	Glass, Henry Alexander	Christchurch	Royal Academy, Gosport, 3 years; Newton College, South Devon, 3 years	412	277	485	390	..	..	1564
10	Caro, Percy ..	Nelson ..	Havelock State School, 1½ years; Napier Grammar School, 2 years; Nelson College, 4½ years	425	248	520	320	..	..	1513
11	Kemple, Alice Margaret	Greymouth	Greymouth State School, 8 years	317	500	325	370	..	..	1512
12	Cranley, John Henry ..	Wetherstones	Wetherstones Public School; Beaumont High School, Lawrence, 6 years 4 months	320	502	320	325	..	..	1467

## JUNIOR EXAMINATION—continued.

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
13	Knee, Alfred William Colston	Auckland..	Bristol Cathedral College; Church of England Grammar School, Parnell, Auckland, 4 years	417	343	375	265	..	..	1400
14	Morton, John Selby ..	Turakina ..	Turakina Public School, 5 years; Turakina Commercial and Classical School, 2½ years	201	473	330	390	..	..	1394
15	Cameron, George Aleck Allan	Nelson ..	Wellington Schools, 7 years; Nelson College, 2½ years	311	420	450	200	..	..	1381
16	Lawes, Florence Mary Eliza	Greymouth	State School, Greymouth, 7½ years	329	381	325	345	..	..	1380
17	Watkin, Beatrice Ellen	Three Kings	Kauaeranga Girls' School, 6 months; Kauaeranga Boys' School, 9 months; Thames High School, 9 months	526	270	210	295	..	..	1301
18	Cooke, David ..	Dunedin ..	William Street School, 5 years; Normal School, 2 years; Boys' High School, 2½ years	335	468	230	266	..	..	1299
19	Nalder, Charles Edward	Nelson ..	Nelson Public Schools, 7 years; Nelson College, 1½ years	402	391	205	300	..	..	1298
20	Bayly, William Morant	Wanganui	Wanganui Collegiate School, 6½ years	402	330	275	290	..	..	1297
21	Atmore, George William	Nelson ..	State School, 9 years; Nelson College, 6 months	311	453	320	205	..	..	1289
22	Halcombe, John William Fox	Wanganui	Christ's College, Christchurch, 2 years; Collegiate School, Wanganui, 2 years	246	235	355	450	..	..	1286
23	Hutchinson, Philip George	Wellington	Fort Street School, Honolulu, 6 years; Terrace School, Wellington, 3 months; Wellington College, 1½ years	289	366	320	305	..	..	1280
24	Norton, Arthur ..	Rangiora ..	Woodend State School, 8 years; Rangiora High School, 8 months	273	426	315	235	..	..	1249
25	Baillie, William Grey Hall	Nelson ..	Tuamarina Public School, 4 years; Nelson College, 2½ years	356	357	225	305	..	..	1243
26	Lindsay, Thomas Earl..	Napier ..	Boys' High School, 3 years; Napier District School, 4 years	345	393	215	235	..	..	1238
27	Fisher, Walter Septimus	Christchurch	Terrace School, Wellington, 2 years; Christ's College, Christchurch, 5 years	266	396	295	230	..	..	1237
28	Hume, George ..	Wellington	Featherston School, 3 years; Wellington College, 3 years	277	421	220	316	..	..	1234
29	Cresswell, Edward Silvers	Nelson ..	State School, Greymouth, 3½ years; Bridge Street School, Nelson, 4 years; Nelson College, 8 months	289	438	206	300	..	..	1233
30	Greenwood, George Augustus	Greymouth	Greymouth State School, 6 years	289	333	280	330	..	..	1232
31	Rowse, Henry James ..	Rangiora ..	Hokianga Public School, 2 years; Richmond, Nelson, State School, 2 years; Marton State School, 2 years; Rangiora High School, 3 months	279	345	235	370	..	..	1229
32	Loc, Rivers Johnson ..	Christchurch	Private School, 3 years; Leeston District School, 2 years; Sydenham District School, 4½ years	271	333	260	350	..	..	1214
33	Smith, Henry Edward..	Wanganui	Upokongaro School, 10 years; Collegiate School, 3 months	266	431	260	250	..	..	1207
34	Murray, David ..	Wetherstones	Wetherstones Public School, 9 or 10 years	263	433	265	236	..	..	1197
35	Cole, George Lincoln ..	Wellington	Hokitika State School, 4 years; Thorndon School, 2 years; Wellington College, 6 months	226	365	270	335	..	..	1196
36	Bedlington, Stanly Walton	Whangarei	Kamo Public School, 2 years; Whangarei Public School, 7 years; Whangarei High School, 8 months	262	334	240	355	..	..	1191
37	Allison, Alfred Ernest ..	Christchurch	Sydenham District School, 7 years; Boys' High School, Christchurch, 2½ years	292	379	245	265	..	..	1181
38	Davidson, Sisley Richard	Nelson ..	Private Tuition, 3 years; Nelson College, 6 years	253	298	410	210	..	..	1171
39	Myers, Leopold Mielziner	Wellington	Mount Cook School, 2½ years; Wellington College, 3½ years	243	319	355	242	..	..	1159
40	Rasmussen, Louis Victor	Wetherstones	Wetherstones Public School, 6 years	252	478	200	215	..	..	1145
41	Blair, David Ker ..	Wellington	High School, Dunedin, 5½ years; Wellington College, 2 months	282	286	215	335	..	..	1118
42	Davidson, George Alexander	Nelson ..	Private Tuition, 2 years; Nelson College, 7 years	252	292	250	320	..	..	1114
43	McIlraith, James Gillies	Christchurch	Rev. C. Turrell's, 1½ years; Rev. J. D. Fergusson's, 5 years; Boys' High School, 1 year	226	276	245	366	..	..	1113
44	Herd, John Alexander ..	Wetherstones	Wetherstones Public School, 9 years	223	483	206	200	..	..	1112
45	Pauling, Ernest ..	Wellington	Terrace School, 2 years; Te Aro School, 3 years; College, 1½ years	240	366	305	200	..	..	1111
46	Hamerton, Reginald Alexander	Wellington	Mr. Bowden's High School, 3 years; Wellington College, 6 years	244	335	300	220	..	..	1099
47	Luckie, Frank Lennox	Wellington	Thorndon State School, 3 years; Wellington College, 2 years 8 months	227	231	290	336	..	..	1084

## JUNIOR EXAMINATION—continued.

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
48	Thomson, David ..	Dunedin ..	Riverton School, 2 years; Union Street School, Dunedin, 2 years; Boys' High School, 2 years	200	253	235	345	..	..	1033
49	Elliott, George Elliott ..	Wellington	Terrace School, 6 years; Wellington College, 8 months	256	258	200	360	..	..	1074
50	Duncan, John Gavin ..	Wellington	Private School, 3 years; College, 1½ years	238	378	205	215	..	..	1036
51	Thomas, William Evans ..	Greymouth	Greymouth State School, 9 years	244	283	240	265	..	..	1032
52	Holmes, Henry ..	Christchurch	Hokitika State School, 5 years; Boys' High School, Christchurch, 5 terms	219	273	255	275	..	..	1022
53	O'Neill, Edward ..	Palmerston South	Hyde School, 2 years; Palmerston School, 6 years; St. Aloysius College, Dunedin, 1 year	226	306	200	275	..	..	1007
54	Thomson, James Duncan	Nelson ..	State School, Napier, 3½ years; State School, Nelson, 1 year; Nelson College, 1 year	209	259	230	295	..	..	993
55	Oldham, Harold Edward	Nelson ..	Bishop's School, 2 years; Nelson College, 5 years	259	243	265	215	..	..	982
56	Hayes, Robert Edward	Dunedin ..	Normal School, 1 year; Middle District School, 4 years; North-East Valley School, 4 years	206	296	200	205	..	..	907

## SHORTHAND EXAMINATION.

The following candidate has passed his examination in shorthand: Lewis, Thomas William, jun., Wellington.

## SENIOR EXAMINATION.

Forty-six candidates were examined; 19 passed, 27 failed.

Of the candidates who failed, 3 failed in 5 subjects, 3 failed in 4 subjects, 6 failed in 3 subjects, 12 failed in 2 subjects, 3 failed in 1 subject; 46 examined and 12 failed in English, 46 examined and 8 failed in arithmetic, 46 examined and 8 failed in geography, 30 examined and 7 failed in Latin, none examined in Greek, 38 examined and 13 failed in French, 2 examined and 1 failed in German, none examined in Italian, 1 examined and passed in Maori, 17 examined and 9 failed in trigonometry, 43 examined and 9 failed in algebra, 42 examined and none failed in geometry, 6 examined and 1 failed in physical science, 38 examined and 5 failed in history, 3 examined and 3 failed in book-keeping, 1 examined and passed in shorthand.

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

Order.	Name.	Residence.	Where educated.	Compulsory.			Optional.													Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
				English.	Arithmetic.	Geography.	Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Science	History.	Book-keeping.	Shorthand.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
			Maximum obtainable	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600</

## SENIOR EXAMINATION—continued.

Order.	Name.	Residence.	Where educated.	Compulsory.			Optional.												Total.	
				English.	Arithmetic.	Geography.	Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Science.	History.	Book-keeping.		Shorthand.
9	Biss, Cyril Holm	Dunedin ..	Auckland College and Grammar School, 8½ years	210 3rd	378 2nd	295 3rd	317 2nd	—	—	—	—	—	320 2nd	255 3rd	330 2nd	250 3rd	390 2nd	—	—	2745
10	Wilson, Archibald McLeod	Wellington	Mount Cook School, 4 years; Wellington College, 2 years	200 3rd	435 2nd	210 3rd	288 3rd	—	245 3rd	—	—	—	—	375 2nd	330 2nd	—	405 2nd	—	—	2488
11	Manning, Harry Slade	Wellington	Wanganui Endowed School, 8 months; Wellington College, 2½ years; Thorndon Classical School, 2½ years	200 3rd	311 2nd	265 3rd	500 1st	—	475 1st	—	—	—	—	308 2nd	390 2nd	—	—	—	—	2449
12	Deck, John Massy	Nelson ..	Lower Moutere Public School, 7 years; Nelson College, 1½ years	350 2nd	330 2nd	320 2nd	292 3rd	—	205 3rd	—	—	—	—	200 3rd	330 2nd	—	405 2nd	—	—	2432
13	Bagnall, Harold Carleton	Thames ..	Turua School, 4 years; Thames High School, 3½ years	210 3rd	270 3rd	285 3rd	419 2nd	—	235 3rd	—	—	—	—	358 2nd	400 2nd	230 3rd	—	—	—	2407
14	Clark, Donald George	Wellington	Terrace School, 4 years; Wellington College, 2½ years	400 2nd	238 3rd	255 3rd	293 3rd	—	285 3rd	—	—	—	—	290 3rd	330 2nd	—	200 3rd	—	—	2291
15	Wither, Alfred	Nelson ..	Nelson College, 8½ years	300 2nd	200 3rd	310 2nd	240 3rd	—	—	N.P.	—	—	N.P.	348 2nd	370 2nd	—	385 2nd	—	—	2153
16	Watkin, Beatrice Ellen	Three Kings	Kauaeranga Girls' School, 6 months; Kauaeranga Boys' School, 9 months; Thames High School, 9 months	280 3rd	351 2nd	265 3rd	289 3rd	—	—	—	—	—	—	200 3rd	360 2nd	N.P.	255 3rd	—	—	2000
17	Atkinson, Harry Albert	Whangarei	Mr. Ellis's, New Plymouth, 4 years; Northcote Public School, 6 months; Kamo Public School, 8 months; Nelson College, 1 year; Whangarei High School, 4 months	250 3rd	241 3rd	210 3rd	—	—	N.P.	—	—	330 2nd	—	215 3rd	405 2nd	—	325 2nd	—	—	1976
18	Dalziel, Frederick George	New Plymouth	Tauranga District School, 3 years; New Plymouth East School, 1 year; Mr. Ellis's, 2 years	250 3rd	305 2nd	285 3rd	—	—	230 3rd	—	—	—	—	240 3rd	390 2nd	—	250 3rd	—	—	1950
19	Richmond, Robert Richardson	Wellington	Hofwyl, 1 year; Geneva College, 2 years; Clifton College, 2 years; Wellington College, 1½ years	300 2nd	238 3rd	210 3rd	—	—	385 2nd	245 3rd	—	—	—	220 3rd	—	—	—	—	—	1598

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

## APRIL, 1885, EXAMINATION.

## JUNIOR EXAMINATION.

Sixty candidates were examined; 21 passed, 39 failed.

Of the candidates who failed, 4 failed in 4 subjects, 11 failed in 3 subjects, 10 failed in 2 subjects, 14 failed in 1 subject; 19 failed in English, 14 failed in arithmetic, 21 failed in history, 25 failed in geography; 4 candidates were examined and failed in shorthand.

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

Order.	Name.	Residence.	Where educated.	Compulsory.				Optional.		Total.
				English.	Arithmetic.	History.	Geography.	Shorthand.	Maori.	
			Maximum obtainable	600	600	600	600	600	600	..
1	Calvert, George Meynell	Thames ..	Paparoa District School, 4 years; Arapohue District School, 9 months; Pokeno Hill District School, 1 year; Pokeno Valley School, 4 years; Auckland Grammar School, 2 years	475	550	410	405	..	..	1840
2	Hough, Albert Aeneas ..	Auckland..	Ponsonby District School, 6 years; Auckland College and Grammar School, 2 years	467	455	440	305	..	..	1667
3	Carter, Frederick John..	Auckland..	Kamo District School, 4 years; Alexandra District School, 3 years; Auckland College and Grammar School, 2 years	354	464	495	340	..	..	1653
4	Major, Charles Thomas	Nelson ..	Auckland College, 2 years; Private School, 4 years; Nelson College, 2 years	443	527	425	255	..	..	1650
5	Allen, Francis Bowen ..	Greymouth	Hokitika State School, 3 years; Dunedin High School, 3 years; Otago University, 6 months	410	560	275	350	..	..	1595
6	Burton, Alfred Fordyce	Auckland..	Ruatangata, 2 years; Ngaruawahia, 1 year; Onehunga, 3 years; Auckland College and Grammar School, 2 years	379	525	410	255	..	..	1569
7	McIntyre, Hugh ..	Wanganui	Wanganui Grammar School, 2½ years; Wanganui Boys' High School, 5½ years	362	492	360	350	..	..	1564
8	Jackman, Henry Arthur	Christchurch	St. Luke's, 1 year; Music Hall, 1 year; East Christchurch School, 4½ years; Private School, London, 1 year	278	545	445	295	..	..	1563
9	McLean, William Hugh	Wanganui	Miss Gower's Private School; Mr. A. D. Thomson's Academy, 2½ years; Wanganui Boys' High School, 5½ years; Wanganui Collegiate School, 9 months	460	550	305	210	..	..	1525
10	Mercer, Henry ..	Dunedin ..	Middle District School, 7 years; Boys' High School, 3½ years	335	600	210	305	..	..	1450
11	Inder, Alfred Edward ..	Dunedin ..	Naseby Public School, 5 years; Dunedin High School, 3 years	386	519	310	230	..	..	1445
12	McColl, Ewen ..	Wellington	Thorndon School, 8 years; Wellington College, 1 year	376	530	285	230	..	..	1421
13	Battley, Percy Frederick	Auckland..	Rev. P. Mason's Western Academy, 4 years; Mr. Farquhar Macrae's Commercial School, 1 year; Auckland College and Grammar School, 2 years	244	421	455	265	..	..	1385
14	Watson, James Wallace	Dunedin ..	Linden School, 2½ years; Normal School, 6 years	268	546	335	205	..	..	1354
15	Vaile, Edward Earle ..	Auckland..	Auckland Grammar School, 7 years	278	358	385	315	..	..	1336
16	Harrop, Arthur Neville	Hokitika ..	State School, Hokitika, 7 years	334	485	200	315	..	..	1334
17	Pyke, William Seldon ..	Wellington	Nelson College, 1½ years; Wellington College, 2 years	262	323	280	405	..	..	1270
18	Lewis, Arnold Charles ..	Wellington	Elementary Schools, 5 years; Wellington College, 2½ years	395	325	265	235	..	..	1220
19	Jackson, William Mandeno	Auckland..	Pokeno Hill Public School, 5 years; Auckland College and Grammar School, 2 years	226	473	285	235	..	..	1219
20	Phillips, Amy Constance	Thames ..	Kumara Public School, 9 months; Kauaranga Boys' School, 5 years	261	418	320	205	N.P.	..	1204
21	Franklin, Henry George	Wanganui	Turakina Public School, 6 years; Turakina Classical School, 5 years; Wanganui Collegiate School, 1 year	202	283	275	205	..	..	965

## SENIOR EXAMINATION.

Twenty-three candidates were examined; 10 candidates passed, 13 candidates failed.

Of the candidates who failed, 2 failed in 6 subjects, 2 failed in 4 subjects, 3 failed in 3 subjects, 4 failed in 2 subjects, 2 failed in 1 subject; 23 examined and 9 failed in English, 23 examined and 8 failed in arithmetic, 23 examined and 2 failed in geography, 14 examined and 2 failed in Latin, none examined in Greek, 12 examined and 3 failed in French, 2 examined and 1 failed in German, none examined in Italian, none examined in Maori, 6 examined and 1 failed in trigonometry, 19 examined and 7 failed in algebra, 21 examined and 4 failed in geometry, 1 examined and passed in physical science, 17 examined and 5 failed in history, 2 examined and 1 failed in book-keeping, none examined in shorthand.

SENIOR EXAMINATION—*continued*.

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

Order.	Name.	Residence.	Where educated.	Compulsory.					Optional.											Total.		
				English.	Arithmetic.	Geography.	Latin.	Greek.	French.	German.	Italian.	Maori.	Trigonometry.	Algebra.	Geometry.	Science.	History.	Book-keeping.	Shorthand.			
			Maximum obtainable	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	600	..
1	Allen, Francis Bowen	Greymouth	Hokitika State School, 3 years; Dunedin High School, 3 years; Otago University, 6 months	450 1st	478 1st	305 2nd	370 2nd	—	—	318 2nd	—	—	395 2nd	600 1st	440 2nd	—	200 3rd	405 2d	—	3961		
2	Carter, Henry James	Auckland ..	Kamo District School, 5 years; Alexandra District School, 3 years; Auckland College and Grammar School, 2 years	200 3rd	246 3rd	435 2nd	463 1st	—	315 2nd	—	—	—	—	440 2nd	300 2nd	—	405 2nd	—	2804			
3	Bartlett, Norman Statham	Dunedin ..	Hoddesdon Grammar School, Herts, 1 year; Buntingford Grammar School, Herts, 5 years; Naxon Grammar School, Herts, 3 years	450 1st	299 3rd	310 2nd	—	—	305 2nd	—	—	—	395 2nd	430 2nd	400 2nd	—	—	—	2589			
4	Calvert, George Meynell	Thames ..	Paparoa District School, 4 years; Arapohue District School, 9 months; Pokeno Hill District School, 1 year; Pokeno Valley School, 4 years; Auckland Grammar School, 2 years	330 2nd	298 3rd	415 2nd	415 2nd	—	—	—	—	—	—	245 2nd	325 2nd	—	375 2nd	—	2408			
5	Easton, Alfred Thomas	Wellington	Te Aro School, 1½ years; Thorndon State School, 5½ years; Wellington College, 2 years	210 3rd	460 1st	455 1st	—	—	265 3rd	—	—	—	—	470 1st	395 2nd	—	N P	—	2255			
6	Neill, William Thompson	Dunedin ..	North-East Harbour School, 2 years; Union Street School, Dunedin, 1½ years; Sandymount School, 1½ years	230 3rd	200 3rd	410 2nd	280 3rd	—	—	—	—	—	240 3rd	443 2nd	450 1st	—	—	—	2253			
7	Hough, Albert Aeneas	Auckland ..	Ponsonby District School, 6 years; Auckland College and Grammar School, 2 years	250 3rd	258 3rd	320 2nd	330 2nd	—	N P	—	—	—	—	275 3rd	245 3rd	—	450 1st	—	2128			
8	Dalziel, Peter Albert	New Plymouth	Tauranga District School, 6 years; Beach School, New Plymouth, 1 year	250 3rd	238 3rd	310 2nd	—	—	270 3rd	—	—	—	260 3rd	285 3rd	395 2nd	—	—	—	2008			
9	Smith, Charles Henry	Auckland ..	Private School, 6 years; Newton West Public School, 1½ years; Newton East Public School, 2 years; Auckland College and Grammar School, 2 years	200 3rd	300 2nd	280 3rd	350 2nd	—	—	—	—	—	—	270 3rd	315 2nd	—	255 3rd	—	1970			
10	Pope, Frederick Sidney	Wellington	Wellington College, 3 years	200 3rd	228 3rd	210 3rd	N P	—	245 3rd	—	—	—	—	500 1st	505 1st	—	N P	—	1888			

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

## SUMMARY.

*Junior Examination.*—169 candidates were examined; 77 passed, 92 failed; 43 failed in English, 34 failed in arithmetic, 53 failed in history, 42 failed in geography, 4 examined and 4 failed in shorthand.

*Senior Examination.*—69 candidates were examined; 29 passed, 40 failed; 69 examined and 21 failed in English, 69 examined and 16 failed in arithmetic, 69 examined and 10 failed in geography, 44 examined and 9 failed in Latin, none examined in Greek, 50 examined and 16 failed in French, 4 examined and 2 failed in German, none examined in Italian, 1 examined and passed in Maori, 23 examined and 10 failed in trigonometry, 62 examined and 16 failed in algebra, 63 examined and 4 failed in geometry, 7 examined and 1 failed in physical science, 55 examined and 10 failed in history, 5 examined and 4 failed in book-keeping, 1 examined and failed in shorthand.

## NUMBER OF CANDIDATES EXAMINED.

Auckland, 34; Thames, 8; New Plymouth, 5; Tauranga, 1; Napier, 3; Wanganui, 22; Wellington, 57; Nelson, 29; Greymouth, 6; Reefton, 1; Charleston, 1; Hokitika, 7; Christchurch, 18; Oamaru, 2; Dunedin, 31.

Since the establishment of the Board the number of candidates examined has been,—

Year.	Examined.	Passed.	Year.	Examined.	Passed.
1869	12	6	1879	211	107
1870	16	10	1880	222	80
1871	11	5	1881	155	41
1872	39	18	1882	179	72
1873	57	38	1883	213	106
1874	56	47	1884	245	121
1875	65	50	1885 (half-year)	78	26
1876	103	57			
1877	164	75		2,025	955
1878	199	96			

## SUBJECTS OF EXAMINATION.

The Board has had under consideration the question of making changes in the subjects of examination, and has recommended, for His Excellency the Governor's approval,—

1. That drawing (freehand, geometrical, model, and perspective) should be added to the optional subjects of both Junior and Senior Examinations.

2. That the branches of physical science should be made separate subjects, with the option to candidates to take up more than one of them.

3. That book-keeping should be eliminated from the subjects of examination.

The Board has also fixed the following as the Latin and Greek authors for the examinations of the year 1886:—

*Latin*.—Horace, Odes, Book III., and Ars Poetica; Sallust, Jugurtha.

*Greek*.—Homer, Iliad, Book I.; Xenophon, Anabasis, Book I.

N.B.—Candidates who take up either of these languages will have to pass in both verse and prose author.

## CIVIL SERVICE LITERARY PRIZE.

The subject for the Civil Service Literary Prize, 1884, was "Land Laws, and their Effect, Social and Economical, upon the Condition of the People."

Five essays were sent in, and the Board has awarded the prize to Mr. EDWARD GORDON ALLARDYCE, lately of the Telegraph Department.

## RECEIPTS AND EXPENDITURE.

RECEIPTS.	£	s.	d.	EXPENDITURE.	£	s.	d.
Voted by Parliament	250	0	0	Examiners' fees	110	10	0
Fees	114	0	0	Supervisors' fees	123	18	0
				Attendance fees	25	0	0
				Incidental	35	16	7
				Balance	68	15	5
	<u>£364</u>	<u>0</u>	<u>0</u>		<u>£364</u>	<u>0</u>	<u>0</u>

## EXAMINATION PAPERS.

I append copies of the examination papers used at the November, 1884, and April, 1885, examinations.

I have, &c.,

G. S. COOPER,  
Chairman

The Hon. the Colonial Secretary.

## APPENDIX.

CIVIL SERVICE EXAMINATION PAPERS, OCTOBER, 1884.

## JUNIOR.

## ENGLISH.

*Passage for Dictation.*

His tone was light; his topics were the topics of the club and ball-room; and therefore his strange combinations and far-fetched allusions, though very closely resembling those which tire us to death in the poems of the time of Charles I., are read with pleasure constantly new. No man who has written so much is so seldom tiresome. In his books there are scarcely any of those passages which, in our school-days, we used to call *skip*. Yet he often wrote on subjects which men of great talents have in vain endeavoured to render popular. He rejects all but the attractive parts of his subject. He keeps only what is in itself amusing, or what can be made so by the artifice of his diction. The coarser morsels of antiquarian learning he abandons to others, and sets out an entertainment worthy of a Roman epicure, an entertainment consisting of nothing but delicacies, the brains of singing-birds, the roe of mullets, the sunny halves of peaches. This, we think, is the great merit of his romance. There is little skill in the delineation of the characters.

1. Write the passage dictated to you.
2. What are auxiliary verbs? Conjugate them.
3. Give examples of nouns (not proper) (a) which are not found in the singular, (b) which are not found in the plural.
4. Define conjunctions and classify them, giving examples.
5. Analyse the following:—  
He saw the national spirit sinking; yet he knew what the resources of the empire could effect, and he felt that he was the man to employ them vigorously.
6. Write a letter to a friend in England, telling him fully the advantages or disadvantages (or both) which in your opinion he would derive from coming to New Zealand.

## ARITHMETIC.

1. Add together—

Tons.	cwt.	qr.	lb.	oz.
13	9	2	25	1
4	7	3	18	13
2	3	0	15	6
0	19	1	27	15
22	18	3	19	9

2. Divide £9,087,065 13s. 0½d. by 99, and prove the answer.
3. £5 14s. 0½d. will buy a certain quantity of meat at 6½d. a pound: find cost of same quantity at 7½d. a pound.
4. Reduce ten million square inches to acres, &c.
5. Simplify  $3\frac{1}{2}$  of  $5\frac{1}{2} + \frac{2}{3}(6\frac{1}{4} - 1\frac{1}{2}) - \frac{2\frac{1}{2}}{\frac{3}{8}}$ .
6. Reduce  $\frac{1}{8}$  to a decimal, and divide the result by .025. State the rule according to which you place the decimal point in the quotient, and prove it.
7. Find the value of .175 ton + .195 cwt. + .145 qr. + .15 lb.
8. If ¾d. be the interest on 12s. 6d. for a calendar month, what is the rate per cent. per annum?
9. Make out an invoice of the following goods (neatly), and deduct 2½ per cent. for cash payment: 50 yd. cloth at 6s. 9½d.; 100 yd. calico at 9d.; 20 dozen wine at 25s. 6d. per gallon (six bottles to the gallon); 24 lb. coffee at 1s. 8d.; 45 lb. tea at 2s. 9d.; 1 cwt. flour at £37 6s. 8d. per ton; 168 lb. sugar at £28 per ton.
10. How many boards 18½ ft. long by 7 in. wide will be required to floor a room 10 yd. 1 ft. 9 in. long by 24½ ft. wide?
11. How much stock did I sell when, stocks being at 94½, I received £720 10s. for what I sold?

## HISTORY.

1. Where are the descendants of the ancient tribes of Britain now chiefly to be found?
2. What makes the reign of Alfred the Great memorable in English history?
3. How did England obtain possession of Ceylon, Aden, Mauritius, St. Helena, Nova Scotia, Australia, Tasmania, New Zealand?
4. Assign events to the following dates: 1164, 1215, 1455, 1588, 1628, 1775, 1854.
5. The English fought on three different occasions at Acre, in Palestine—when, why, and under whom?
6. What claims had Edward IV., Henry VII., James I., and George I. to the Crown of England?



## GEOGRAPHY.

1. Draw an outline map of the Middle Island of New Zealand, and *describe* its mountains, lakes, rivers, and natural productions.
2. Name the chief towns on the Dee, the Mersey, the Clyde, and the Shannon.
3. Name the chief mountain-ranges of Europe and Asia, lakes of Africa, and rivers of North and South America.
4. What do you know of Tonquin and Anam?
5. Say where two countries, two towns, a river, and a lake, called Victoria, are to be found.
6. Enumerate the colonies and dependencies of Great Britain, with the capital of each.

SENIOR.  
ENGLISH.

Having read the accompanying correspondence,—

1. Make a short abstract, schedule, or docket of the several letters (and enclosures if necessary).
2. Draw up a memorandum or *précis*: *i.e.*, a brief and clear statement of what passed, not letter by letter, but in the form of a narrative.

*Directions.*

1. The object of the abstract, schedule, or docket is to serve as an index. It should contain the date of each letter, the names of the persons by whom and to whom it is written, and, *in as few words as possible*, the subject of it. The merits of such an abstract are: (1) to give the really important point or points of each letter, omitting everything else; (2) to do this briefly, (3) distinctly, and (4) in such a form as to readily catch the eye.

2. The object of the memorandum or *précis*, *which should be in the form of a narrative*, is that any one who had not time to read the original correspondence might, by reading the *précis*, be put in possession of all the leading features of what passed. The merits of such a *précis* are: (1) to contain all that is important in the correspondence, and nothing that is unimportant; (2) to present this in a consecutive and readable shape, expressed as distinctly as possible; (3) to be as brief as is compatible with completeness and distinctness.

You are recommended to read the whole correspondence through before beginning to write, as the goodness both of the abstract and of the *précis* will depend very much on a correct appreciation of the relative importance of the different parts.

*Brevity should be particularly studied.*

## ARITHMETIC.

1. What decimal of £1 is  $\frac{1}{8}$  of a guinea +  $\frac{2}{5}$  of a pound +  $\frac{1}{10}$  of half a crown +  $\frac{1}{12}$  of a shilling?
2. Extract the fourth root of 263·76683281.
3. A tradesman fails for £1,724 17s. 11d.; he has £436 13s. 4d. good debts, and bad debts for £156 2s. 8d., £320 1s. 8d., and £33 9s. 6d., for which he receives respectively 8s. 4d., 4s. 5d., and 1s. 3d. in the pound; the remains of his stock, valued at £135 16s. 8d., are sold at a loss of 15 per cent.: how much in the pound did the estate realize? (Work to the nearest farthing.)
4. Four persons start round a course 2,100 yards long, and go at the rate of 3, 4, 5, and 6 miles an hour respectively: when will they be abreast again?
5. Which is heavier—1lb. gold or 1lb. sugar? 1oz. gold or 1oz. sugar? Why?
6. Express  $\cdot 3148$  as a vulgar fraction.
7. What fraction multiplied by itself is less than unity by  $\frac{239}{14400}$ ?
8. How would you divide a profit of £110 among three persons who had contributed £85, £190, and £315 respectively to the undertaking?
9. A bar of iron is  $4\frac{7}{8}$  ft. long by  $1\frac{1}{2}$  in. by  $\frac{5}{8}$  in.: what is its weight at  $4\frac{1}{2}$  oz. per cubic inch?
10. Is it cheaper to burn candles  $8\frac{1}{2}$  in. long at 9d. per half-dozen, or candles of the same sort  $10\frac{1}{4}$  in. long at 11d. the half-dozen? What would be the saving per cent.?
11. What would it cost to paper a room  $5\frac{1}{2}$  yd. long,  $3\frac{1}{2}$  yd. broad, and 10 ft. high, with paper 28 in. broad, at 6s. 9d. per dozen yards?

## CORRESPONDENCE FOR ABSTRACT AND PRÉCIS-WRITING.

*Correspondence Respecting Transportation of French Criminals to New Caledonia.*

The Foreign Office to the Colonial Office.

SIR,—

Foreign Office, 27th August, 1883.

I am directed by Earl Granville to transmit to you herewith, for the information of the Earl of Derby, a copy of a despatch which his Lordship has addressed to Her Majesty's Minister at Paris, instructing him to make a representation to the French Government, in the sense suggested in your letter, respecting the transportation of relapsed criminals from France to New Caledonia.

I have, &c.,

J. PAUNCEFORT.

Earl Granville to Mr. Plunkett.

SIR,—

Foreign Office, 25th August, 1883.

I communicated in due course to the Colonial Office Lord Lyons's despatch, of the 9th of May last, in which his Excellency reported that the "Transportation of Relapsed Criminals" Bill had passed the first reading in the French Chamber of Deputies, and that New Caledonia and its dependencies were included amongst the settlements to which relapsed criminals are to be sent.

The Earl of Derby has now brought under my notice, in connection with this matter, a joint communication, which has been addressed to his Lordship by the Agents-General of New South Wales, New Zealand, Queensland, and Victoria, and in which, *inter alia*, very strong representations are made with a view to the adoption of effective measures for preventing the serious consequences to be anticipated from the above-mentioned resolution of the French Government, by which large numbers of the worst class of criminals would be transported to New Caledonia, where, as it is stated, they would be free.

And, with further reference to this subject, his Lordship has received from the Agent-General of Queensland a letter, of which copy is also enclosed for your information, and which forwards a telegram from the Premier of the colony, calling attention to the refusal of the French authorities of New Caledonia to apply for the extradition of criminals who escape from Noumea to Queensland.

It is clear that this question, being one which gravely concerns the welfare of the Australian Colonies, must command the prompt attention of Her Majesty's Government, and I have accordingly to request that you will lose no time in placing yourself in communication with the French Government upon the subject, with a view to ascertain what is the course which they propose to pursue, in the first place, as regards the number of convicts to be sent out to the Western Pacific, and as to the position of such criminals after arrival; and, secondly, with respect to the failure of the Government of New Caledonia to demand the extradition of criminals whom they have permitted to escape in the cases pointed out in the above-mentioned telegram from the Queensland Government.

I have, &c.,  
GRANVILLE.

The Colonial Office to the Foreign Office.

SIR,—

Downing Street, 10th August, 1883.

I am directed by the Earl of Derby to transmit to you, to be laid before Earl Granville, a copy of a letter from the Agent-General for Queensland, forwarding a telegram from the Premier of the colony, in which he desires that the attention of Her Majesty's Government may be called to the refusal of the French authorities in New Caledonia to apply for the extradition of criminals who have escaped from Noumea.

2. In connection with this matter, I am to request Earl Granville's early consideration of the enclosed copy of a joint letter from the Agents-General of New South Wales, New Zealand, Queensland, and Victoria, on the subject of New Guinea and the New Hebrides, in which it is strongly urged that measures should be taken to prevent the consequences anticipated from the declared intention of the French Government to transport large numbers of the worst class of criminals to New Caledonia, where they would be free on arrival.

3. Considering the grave importance of this question to the welfare of the Australian Colonies, it appears to Lord Derby to be necessary to obtain immediate explanations from the French Government as to the course contemplated (1) in regard to the number of convicts proposed to be sent out and their position after arrival, and (2) the failure of the Government of New Caledonia in the cases just reported to demand the extradition of criminals whom they have permitted to escape; and Lord Derby will be glad to be enabled to assure the Government of Queensland that Her Majesty's Government has not failed to give prompt attention to the serious representation which has been made to them, and has communicated with the French Government.

4. I am also to request that Lord Granville may be reminded that in 1881 the Queensland Legislature passed a Bill to prevent the influx of foreign and other criminals into the colony, which was the subject of correspondence between this department and the Foreign Office. This Bill did not at that time receive Her Majesty's assent, as objection was taken to the unequal incidence of certain of its provisions; but under the circumstances now reported, and having regard to the contemplated increase in the number of French convicts to be transported to the Western Pacific, it appears to Lord Derby that it will not be possible to continue to resist such legislation.

I am, &c.,  
R. H. MEADE.

The Under-Secretary of State, Foreign Office.

Mr. Plunkett to Earl Granville.

(No. 563.)

MY LORD,—

Paris, 31st August, 1883.

On the receipt of your Lordship's Despatch No. 820, of the 25th instant, I drew up the memo. copy of which I have the honour to enclose, explanatory of the anxiety felt in the Australian Colonies as to the serious consequences which the proposed French law for the "transportation of relapsed criminals" to New Caledonia may entail.

My intention was to speak to M. Challemel-Lacour in the sense of your Lordship's instructions, and to leave the memo. with his Excellency only as a semi-official document.

I found, however, on calling at the Foreign Department this afternoon, that M. Challemel-Lacour, who has been in poor health for some days past, has suddenly become so much worse that he is about to proceed at once to Vichy, and at that moment he was in conference with the Presi-

dent of the Council, arranging the temporary transfer of his duties to the latter.

I therefore placed the memorandum in the hands of M. Marcel, the Chef de Cabinet of M. Ch.-Lacour, and begged him to submit it to the Minister for Foreign Affairs in my name.

Speaking quite unofficially, M. Marcel said he thought there was little prospect of the Récidiviste Bill being passed in its present shape, and in any case many months must yet elapse before it can become law. He promised to call the attention of the Minister as soon as possible to the failure of the Government of New Caledonia to apply for the extradition of the three persons who had escaped from Noumea, as reported in the telegram from the Governor of Queensland of the 26th ultimo.

I have, &c.,

F. R. PLUNKETT.

#### *Note Verbale.*

THE Australian Colonies of Great Britain have made strong representations to Her Majesty's Government with a view to the adoption of effective measures for preventing the serious consequences which they fear will result to them if the Bill now before the Chamber of Deputies for the transportation of relapsed criminals to New Caledonia and its dependencies should become law.

The Queensland Government, in particular, complain that the Government of New Caledonia now decline to demand the extradition of criminals who may have escaped from Noumea, and in the absence of such a demand on the part of the French authorities the British colonial authorities cannot act against these individuals.

The Governor of Queensland telegraphed on the 26th ultimo that the French authorities have hitherto applied for the extradition, but now refuse to do so, and that consequently he had just been obliged to discharge three convicts who had escaped from Noumea.

As the transportation to New Caledonia is intended to rid France of the worst class of her criminals, who apparently are to be set free when they reach New Caledonia, and whose neighbourhood will be a constant source of danger to the Australian Colonies, Lord Granville would be glad to know what course the French Government propose to pursue as to the number of convicts to be sent out to the Western Pacific, and as to the position of such criminals after arrival at their destination.

His Lordship would also be glad to learn what course the French propose to follow with regard to the failure of the Government of New Caledonia to demand the extradition of the criminals who escaped, as explained in the telegram from the Governor of Queensland above referred to.

31st August, 1883.

#### GEOGRAPHY.

1. Derive and explain the terms "tropic," "ecliptic," "nadir," "zenith," "solstice," "horizon," "equinox."
2. Explain clearly the causes of the changes of the seasons.
3. A person on a yachting cruise leaves Southampton and calls at Madeira, Canary Islands, Ascension, St. Helena, Trinidad, Rio Janeiro, Pernambuco, Cape Verde Islands, Azores, and so Home: draw a chart of his cruise.
4. What countries does the meridian of Greenwich pass through? Mention some of the largest towns that are on it or within a few miles of it.
5. In what parts of the world are the leading races of man severally found? State their distinctive features.
6. Of what materials is the earth's crust composed, and into what two classes are they divided? Describe these.

#### LATIN.

##### 1. Translate—

Laudabunt alii claram Rhodon, aut Mytilenen,  
 Aut Epheson, bimarise Corinthi  
 Moenia, vel Baccho Thebas, vel Apolline Delphos  
 Insignes, aut Thessala Tempe.  
 Sunt, quibus unum opus est intactae Palladis urbem  
 Carmine perpetuo celebrare, et  
 Undique decerptam fronti praeponere olivam.  
 Plurimus in Junonis honorem  
 Aptum dicet equis Argos ditiesque Mycenae.  
 Me nec tam patiens Lacedaemon  
 Nec tam Larissae percussit campus opimae,  
 Quam domus Albunea resonantis  
 Et praeceps Anio ac Tiburni lucus et uda  
 Mobilibus pomaria rivis.

2. Where were the various places, &c., mentioned in the above passage situated?
3. Translate—

Otium divos rogat in patenti  
 Prensus Aegaeo, simul atra nubes  
 Condidit Lunam, neque certa fulgent  
 Sidera nautis;

Otium bella furiosa Thrace,  
 Otium Medi pharetra decori,  
 Grosche, non gemmis neque purpura ve-  
     nale neque auro.  
 Non enim gazae neque consularis  
 Summovet lictor miseros tumultus  
 Mentis, et curas laqueata circum  
     Tecta volantes.

4. Scan the first two lines in Question 1, and first four lines in Question 3, and name the metres.

5. Translate—

*L. Catilina Q. Catulo.* Egregia tua fides re cognita, grata mihi, in magnis meis periculis fiduciam commendationi meae tribuit. Quamobrem defensionem in novo consilio non statui parare, satisfactionem ex nulla conscientia de culpa proponere decrevi, quam mediusfidius veram licet cognoscas. Injuriis contumeliisque concitatus, quod fructu laboris industriaeque meae privatus statum dignitatis non obtinebam, publicam miserorum causam pro mea consuetudine suscepi, non quin aes alienum meis nominibus ex possessionibus solvere possem, quum et alienis nominibus liberalitas Orestillae suis filiaeque copiis persolveret; sed quod non dignos homines honore honestatos videbam, meque falsa suspicione alienatum esse sentiebam. *Hoc nomine satis honestas pro meo casu spes reliquae dignitatis conservandae sum secutus.* Plura quum scribere vellem, nuntiatum est vim mihi parari. Nunc Orestillam commendo tuaeque fidei trado: eam ab injuria defendas per liberos tuos rogatus. Haveto.

6. Parse, with notes and rules, the italicized portions of this passage.

7. Distinguish between subordinate and co-ordinate conjunctions in Latin. Give at least three of each.

## FRENCH.

1. Translate—

Le 27 Mars, 1625, Charles I<sup>er</sup> monta sur le trône, et aussitôt il convoqua un parlement. Toute l'Angleterre se livrait à la joie et à l'espérance; et ce n'étaient pas seulement ces espérances vagues, ces joies tumultueuses qui éclatent au début d'un nouveau règne; celles-ci étaient sérieuses, générales, et semblaient bien fondées. Charles était un prince de mœurs graves et pures, d'une piété reconnue, appliqué, instruit, frugal, peu enclin à la prodigalité, réservé sans humeur, digne sans arrogance. Il *maintenait* dans sa maison la décence et la règle; tout en lui annonçait un caractère élevé, droit, ami de la justice; ses manières et son air imposaient aux courtisans, et *plaisaient* au peuple; ses vertus lui avaient *valu* l'estime des gens de bien. Lasse des mœurs ignobles, de la pédanterie bavarde et familière, de la politique inerte et pusillanime de Jacques I<sup>er</sup>, l'Angleterre *se promettait* d'être heureuse et libre sous un roi qu'enfin elle *pourrait* respecter.—Guizot.

2. Write the third person singular of all the simple tenses of the verbs in italics in the above extract.

3. Show by examples how French differs from English in expressing price, measure, weight, and size.

4. Give the names and forms of the French accents, and explain their effects. Supply the defects in the following: *garçon, leçon, etc, meme, tete-a-tete, naïf, genereux, sincere.*

5. Translate—(1.) They and I can never agree. (2.) He wore his straw hat. (3.) Do you think we are going to have fine weather? I sincerely hope so, for the weather has been very bad lately. (4.) The best way to learn French, or any other modern language, is to speak and read it continually.

6. Amplify in French the following heads: Napoleon III. born, 1808; son of Louis Buonaparte, King of Holland. Imprisoned at Ham, 1840; escaped, 1846. Elected President of French Republic, 1848; Emperor, 1852. Allied himself with England in Crimean War, 1854. Declared war with Austria, 1859 (battles of Magenta, Solferino, and Villafranca). Franco-Prussian War, 1870; taken prisoner at Sedan, September 1. Died at Camden Place, Chislehurst, Sussex, 9th January, 1873.

## GERMAN.

1. Translate into English—

Ein alter Philosoph pflegte zu sagen: "Ich habe oft bereut dasz ich gesprochen habe, aber nie, dasz ich geschwiegen habe." Wilhelm der Schweigsame, Prinz von Oranien, der Befreier Hollands von der Tyrannei Philipp's des Zweiten von Spanien, gewann seinen ehrbaren Beinamen dadurch dasz er oft schwieg, wo andere durch unüberlegte Worte in grosse Gefahr kamen.

Die Hitze war so gross bei dem Brande von Moskau in 1812, dasz das Blei von dem Dache des Palastes schmolz, und in Strömen nieder flosz; und viele verloren das Leben bei dieser fürchterlichen Feuersbrunst. Alle Versuche die Flammen zu löschen waren vergebens. Die Französischen Soldaten liefen zur Stadt hinaus, und die Cavallerie sprengte in Eile davon. Sie muszten in den Feldern liegen, bis der Brand nach einigen Tagen von selbst erlosch. Letztes Jahr wurde die Erndte beinahe von dem Regen verdorben der Monate lang beinahe alle Tage herab gosz. In manchen Gegenden schwemmte das Wasser selbst Bäume von hohem Wuchs fort, und ersäufte viele Kinder und Schaaf. Das Korn lag Wochen lang in den Feldern, und konnte nicht heimgetragen werden, weil es so nasze war.

2. State the imperfect and the past participle of *backen, braten, erschrecken, erlöschen, schmelzen, schweigen, schwellen*.
3. State the gender of *Stufe, Zahn, Ton, Storm, Dinte, Gabel, Malerei, Stadt, Gold, Land, Lamm, Kalb*; and give their meaning.
4. Which are the best-known German epic poems; and by whom were they composed?
5. Translate into German—

MY DEAR BROTHER,—

Yesterday I arrived at Cologne, and this morning I went to see the Cathedral. It is very large and very beautiful. The Rhine is a very fine river. We shall remain here for a few days. Next week I shall go to Berlin, where I shall remain the whole winter. I shall work very diligently, and try to learn German very well. When I am in Berlin I shall write long letters to you, and I will tell you all about the streets, houses, and palaces in that town. I wrote to my father and mother from Ostend, and I hope that they have received my letters.

I remain your affectionate brother,

A. K.

\* \* The above translation must be written in German characters.

### MAORI.

1. Translate into English the following :—

I Hawaiki a Ruatapu e noho ana. He tama ia na Uenuku, na tana wahine mokai, na Paimahutanga. I tetahi rangi ka whakahorohoro a Ruatapu i tana manu taratahi, te tapokotanga, tau ki runga ki te whare o tana matua, o Uenuku. Katahi tera a Ruatapu ka piki ki te tiki i tona manu taratahi, ka rongo a Uenuku katahi ka patai ake, “Ko wai tenei, e takahi nei i taku whare?” Te kiinga iho a Ruatapu, “Ko au.” Ka patai ake ano a Uenuku, “Ko koe! Ko wai?” Katahi ka whakahokia iho, “Ko au ra, ko Ruatapu.” Ko te kiinga ake a Uenuku, “E tama, heke ki raro i taku whare. Mau rawa e kake taku urutapu! Ka pa ano ma Kahutiaterangi ka tika, tena mau! he tama meamea noa ra koe naku.” Te rongonga o Ruatapu, ka noho te ngakau mauahara i roto i a ia, ka tahuri tonu ki te tarai i tetahi waka nui.

2. Translate into Maori the following :—

Ruatapu then pursued Paikea that he might destroy him also, but he was unable to overtake him. Having drowned all the others, and finding that he could not catch Paikea, he shouted, “Go, Paikea, and, when you reach the land of Aotearoa, gather together on the top of Mount Pukehapopo the people who are to be saved from the high-tide waves of summer. If I do not reach there I am not a child of our father.” By the expression “if I do not reach there,” he meant, “If I do not send a heavy sea to submerge the land.” About five months after the landing of Paikea, a heavy sea rolled over the whole island, leaving the high mountains alone uncovered. This flood was called “the tidal wave of Ruatapu.”

3. Translate into Maori the following :—

As soon as Pita arrives at Tauranga he will be imprisoned for horse-stealing.

It was when he looked at me that I spoke to him.

The Maori language is not a very difficult language to learn.

As Hoani was threshing his wheat, he was taken ill.

What was the horse like that Pita bought at Waiwhetu?

4. Translate into English the following :—

I noho huihui nga tangata i mua ki roto ki te pa, te take he wehi kei patua e te taua.

E kiia ana he whawhai te putake i rere mai ai nga tupuna o nga Maori i Hawaiki.

He nunui etahi o nga whare, i hanga hoki hei nohoanga mo nga manuhiri, hei whare korero mo nga huihuinga tangata.

5. Write to the Governor (as from a Maori), welcoming him on his arrival in New Zealand, assuring him of your loyalty to the Queen; and invite him to visit your district.

### PLANE TRIGONOMETRY.

1. Define plane trigonometry and trigonometrical ratio, and give six examples of the latter.
2. Prove the truth of the following formulæ :—

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

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

$$\tan^2 A - \tan^2 B = \frac{\sin(A+B)\sin(A-B)}{\cos^2 A \cos^2 B}.$$

$$\cot^2 B - \cot^2 A = \frac{\sin(A+B)\sin(A-B)}{\sin^2 A \sin^2 B}.$$

3. Given  $\cos(A-B) = \frac{\sqrt{3}}{2}$ ,  $\sin(A-B) = \cos(A+B)$ , find A and B.

4. Show, for any plane triangle, that—

$$\sin A + \sin B + \sin C = 4 \cos \frac{A}{2} \cos \frac{B}{2} \cos \frac{C}{2}.$$

$$\cot \frac{B}{2} + \cot \frac{C}{2} = \frac{\cos \frac{A}{2}}{\sin \frac{B}{2} \sin \frac{C}{2}}.$$

5. Find the circular measure of an angle  $7^\circ 12'$ .

6. The driving-wheel of a locomotive engine, 6 feet in diameter, makes two revolutions in a second; find the number of miles which the train passes over in an hour.

7. The hypotenuse of a right-angled triangle is 335, and the base 140: what are the angles and perpendicular?
8. In a plane triangle ABC, let  $A=45^\circ$ ,  $a=57$ ,  $b=64.3$ : what are the other angles and the third side if the triangle is acute-angled, and also if it is obtuse-angled?
9. In a triangle DEF, let  $DE=1756$ ,  $DF=1214$ , and  $EF=1892$ : what are the angles?
10. In the triangle ABC, the side  $AB=210$ , the side  $AC=140$ , and the angle  $A=64^\circ 18'$ : find the angles B and C, and the side BC.

## ALGEBRA.

1. Find the value of  $a-(b-c-d)$  and  $a-b-(c-d)$ , when  $a, b, c, d = 8, 4, 2, 1$ , respectively.
2. Reduce to its lowest terms  $\frac{a^2-x^2}{a^2-2ax+x^2}$ .
3. Complete the square in each of the following cases:  $x^2-x$ ,  $x^2-7x$ ,  $x^2-\frac{3}{4}x$ ,  $x^2+\frac{x}{2}$ .
4. Simplify  $\frac{3\frac{1}{2}-\frac{1}{2}(a-1)}{\frac{x+1}{6}-2\frac{1}{2}}$  and  $\frac{2+a}{2a+2} + \frac{2-a}{2a-2} - \frac{a}{1+a^2}$ .
5. Find the square of  $\frac{2(a-x)}{3(a+x)}$ ; and the square root of  $a^2+x^2$  to four terms.
6. Reduce  $4a^2$  to the form of the cube root, and  $4a^3$  to the form of the square root.
7. Solve the following equations:—  
 (1.)  $\frac{(a-b)x}{a+b} + c = \frac{(a+b)x}{a-b} - d$ .  
 (2.)  $\left. \begin{aligned} 2(x-y) &= 3z-2. \\ x+1 &= 3(y+z). \\ 2x+3z &= 4(1-y). \end{aligned} \right\}$
8. Show that half the difference of two quantities added to half their sum is equal to the greater, and taken from half the sum is equal to the less.
9. Find the value of  $x$  in the equation  $adx-acx^2=bcx-bd$ .
10. The clocks of Venice go on to 24 o'clock: how many strokes do they strike in a day?
11. A man's capital increased until it was twice as much as he started with squared; but he had lost at various times sums amounting in all to five times what he started with; he then found that he had increased his original capital by £4,700: what was that capital?

## GEOMETRY.

1. Give Euclid's definitions of a straight line, a circle, an acute-angled triangle, a parallelogram, and a square.
2. State generally the subject treated of in each of the first four Books of Euclid.
3. Draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it.
4. If two triangles have two angles of the one equal to two angles of the other, each to each, and the sides adjacent to the equal angles in each also equal, then shall the other sides be equal, each to each, and also the third angle of the one equal to the third angle of the other.
5. The difference of the squares on two unequal lines is equal to the rectangle contained by their sum and their difference.
6. If any point be taken in the diameter of a circle which is not the centre, of all the straight lines which can be drawn from it to the circumference, the greatest is that in which the centre is, and the other part of that diameter is the least; and, of the rest, that which is nearer to the line which passes through the centre is always greater than one more remote: and from the same point there can be drawn only two equal straight lines to the circumference, one upon each side of the diameter.
7. If an equilateral and equiangular hexagon be inscribed in a circle, the side of the hexagon shall be equal to the semi-diameter of the circle.

## CHEMISTRY.

1. What is meant by "hardness" of water? Explain Clark's test, and describe a process for removing the hardness.
2. Describe phosphorus, and the process by which it is manufactured.
3. Describe iodine and the tests for its detection. Describe its application to the determination of ozone.
4. Describe the manufacture of carbonates of soda and potash.
5. What is the difference in composition between cast iron, wrought iron, and steel; and what are their distinguishing properties?

## NATURAL PHILOSOPHY.

1. Describe what is meant by the dew-point, and the methods of ascertaining it.
2. Explain the principle of the mountain barometer, and the method of its use in measuring altitudes, and the corrections which have to be applied.
3. Explain what is meant by specific gravity, and describe how it is ascertained for solids, fluids, and gases.
4. What is meant by the "specific heat" of a liquid; and how is it ascertained?
5. Give full explanations of what is meant by gravitation, friction, and capillary attraction.

## HISTORY.

1. What were the chief occupations of the inhabitants of North and South Britain respectively prior to the Roman invasion?
2. Mention the first and last marked insurrections of the lower orders in England since the Conquest, giving causes, events, and results.
3. Sketch the chief events in English history during the first half of the eighteenth century.
4. When were glass windows first used in England, printing introduced, the circulation of the blood discovered, the steam-engine and electric telegraph invented? Mention names where you can.
5. Which do you think was the most remarkable reign between the Conquest and the accession of Victoria? Why do you think so?

## BOOK-KEEPING.

1. Describe the books of account which are generally used in the most simple form of the system of double entry.
2. What are the two first entries to be made in your books on commencing business?
3. Name and describe the three classes of ledger accounts usually kept in the system of double entry.
4. If, on balancing a "real" account, it is found a loss has been made, to which side and to what other account should the result be carried?
5. Journalize the following transactions: Accepted draft of James Jones at 14 days' sight for £1,500; paid cash for £10,000 Consols at 90, and  $\frac{1}{2}$  per cent. brokerage, in all £9,012 10s.; received from Thomas Smith his bill on Hymans and Co. at 3 months for £500; paid bill due James Jones for £1,500.
6. Thomas Williams and James Atkinson join in a cotton venture, profit or loss to be shared equally, Williams to manage the speculation. £7,000 of cotton was bought—namely, £3,000 for cash; promissory note at 3 months for £1,500; draft on Messrs. Jones and Co. for £2,000; and a bill of Johnston and Co. in favour of Williams for £500. Give the respective journal entries to be made by Williams and by Atkinson.
7. I bought from Simms, Marshall, and Co. 200 bales of wool, invoiced at £4,500, and paid as follows: Cash, £500; drew on George Golding at 30 days' sight for £1,300, and handed over the draft; gave a sale note of 20 pipes of wine, valued at £800; my acceptance at 3 months for £1,400: the balance to be paid in cash 3 months hence. Give the respective journal entries to be made by Simms, Marshall, and Co., and by myself.

## SHORTHAND.

*Passage for Dictation.*

I quite agree that it is desirable that these islands should be placed under British rule, and I hope to see them all under that rule; but it seems to me that the question as put before us is far too indefinite. It is all very well to ask us to approve of such a measure, but, when we are asked to find money to carry it into effect—to sanction the expenditure of money—then, of course, the question as to whether it is a reasonable request, and what results will accrue from a certain expenditure, naturally follows. The original motion mentions "certain" islands in the South Pacific. Now, there are a great number of those islands. Then, there is the amendment proposing to replace the words "certain islands" by making it all the islands not already claimed by some other country. It has been objected that, although it might be desirable to put all these islands under British rule, that amendment goes too far, and would prevent the adoption of this motion. It seems to me that the original resolution contains the amendment, because "certain islands" may include all the islands that are not claimed by other countries. I think it is unfortunate, however, that we have not more definite information as to what is proposed. We hear that the New Hebrides is one group which is proposed to be placed under British rule. Those islands are farther to the north than New Caledonia, which at the present moment is held by France; so that we have now a foreign Power between us and those islands. I do not know whether New Guinea is meant to be included in "certain islands," so that I think we ought to have more information before we are called upon to say we will provide a certain sum of money to carry out the establishment of British rule in those islands, seeing that we are so far away from them, and that the other colonies are so much more interested in them than we are. The Hon. Mr. Wilson referred to what he believed would be the result of the introduction of British rule, and no doubt to a certain extent he is correct that it would lead to ill-feeling between the native races and the people coming from civilized countries. But his argument goes so far that if we were to carry it out fully it would exclude all civilized races from any of these islands: our proper course would be to hedge them in and prevent Europeans from coming amongst them at all. I do not think, therefore, we should pay much attention to that argument. Our object should be to establish a good Government, to see that justice is done to the natives as far as possible; but we cannot prevent other races coming and mixing amongst them. Then, again, there will undoubtedly be quarrels and fighting between the races, and that will involve expense. That is another question which should not be lost sight of. It should certainly be known how many islands are to be annexed, so that we might form some estimate of the amount we are to contribute. The Hon. the Premier has suggested that the contribution be made on the basis of population. I see that South Australia has already declined to join in this arrangement. I am not aware whether Tasmania is willing to join. Victoria, New South Wales, and Queensland, I believe, have already joined. But all these points have reference to the contribution that we shall have to pay. At the present time it seems to me New Zealand finance is not in such a position that we can afford to vote money for purposes outside the colony. Any money we have is required for pur-

poses within our own limits. I think, on every account, it is very unfortunate that we are not able to form some estimate of the sum we are called upon to contribute. Further, there is nothing, as far as I can gather, to lead us to suppose that the British Government will contribute to the expense of setting up this Government. If the truth were known I think the Home Government is more interested than any of these colonies are in these islands. If these islands are placed under British rule it will naturally lead to an increase of trade; but that increase will affect England quite as much as any of these colonies, because the exports to the islands from these colonies will be exports of English goods previously imported by the colonies: they will be goods not actually manufactured here, but in the first instance imported from England. Therefore the Mother-country is as much benefited by this as, or more than, any of the colonies. Then, again, supposing the colonies do not adopt these islands, the Home Government would be compelled to do so for its own protection, in case of any foreign Power taking possession of them, simply for this reason: that any danger to these colonies is a danger to England herself. England is in that state at the present time that she must have a large outlet for her manufactures and for her surplus population, and if anything should befall these colonies the blow would fall with equal severity upon England. At the present day the commerce of the Australasian Colonies amounts to £100,000,000 a year, and fully three-fourths of that amount is with the United Kingdom direct. Now, no one can read these figures without seeing the great importance of these colonies to the Mother-country. Under these circumstances I believe if these colonies do not join to annex those islands the Mother-country would be bound to do so. I am not one of those who think the colonists should stand aloof and do nothing for themselves; but at the same time I think it is our duty to act with judgment in a case like this, where money is required. We are not called upon to take a Quixotic course, to set up kingdoms and annex islands simply because they are going begging. It seems to me that most of the islands referred to are so remote from New Zealand that our interests in their annexation or the bringing of them under British rule are far less than those of the other colonies, and therefore the proportion we should contribute to the expenses should be, comparatively speaking, small. On the whole I regret that this resolution has been brought down in so indefinite a form. I think we ought to know more definitely what islands are to be annexed, and whether we shall be actually called upon to contribute to the annexation of New Guinea, because I think we ought not to contribute a penny for the annexation of that island. And then I think we should consider the position of the islands to be annexed, and that the rate of payment should be in proportion to the advantage to be gained. There has been an expression of opinion that we should get a large portion of the commerce of these islands. I very much doubt that.

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CIVIL SERVICE EXAMINATION PAPERS, APRIL, 1885.

JUNIOR.

ENGLISH.

Among the fables of the East there is a story which runs thus: A certain young man inherited from his forefathers a very wonderful lamp, which for generations had been the ornament of his family, and from which he now derived his livelihood, as they, in former times, had done. Its virtues were of such a nature that, while by its means all his reasonable wants were supplied, a check was, at the same time, imposed upon any extravagant exercise of its beneficence. Once a day, and no oftener, might its services be called into requisition. It consisted of twelve branches, and, as soon as these were lighted, twelve priests appeared, each of whom, after performing sundry circumvolutions, threw him a small piece of money and vanished. Thus was the young man provided every day with means sufficient for his daily subsistence; and, his desires being moderate, he for a long time considered this a bountiful provision, and remained satisfied with the good which he enjoyed upon such easy terms. By degrees, however, when he reflected upon his situation, his heart became disturbed by the stirrings of avarice and ambition, and a restless desire to know more of the extraordinary source from whence his comforts flowed. Accordingly, being filled with these aspiring thoughts, and eager to learn, if possible, the whole secret of the lamp, he repaired with it to the abode of a magician, who was famous for all kinds of recondite knowledge.

ENGLISH.

1. Write the passage dictated to you.
2. Define each of the parts of speech, giving an example of each.
3. There are three principal kinds of sentences: define them, give a specimen of each, and, where necessary, explain the portion which brings the example within your definition.
4. Give the past tense (all persons, singular and plural) and complete participle of *lay*, *lie*, *lose*, *build*, *sew*, *sow*.
5. Analyse the following: "When they rose before him in their full magnitude, as they did occasionally when affairs assumed an unencouraging aspect, he wished his enthusiasm had been less great."
6. Parse—"Once a day, and no oftener, might its services be called into requisition."
7. What quality in man or boy should make him most liked by his fellows? Give reasons fully for your choice.



## ARITHMETIC.

1. If the divisor be 967, the quotient 9071, and the remainder 886, what is the dividend?
2. Find the G.C.M. of 336663 and 4264731.
3. What is the least number which, being divided by 4368, 675, and 1050 respectively, will leave the same remainder, 32?
4. Multiply £29 17s. 6½d. by 42, and divide the product by 35.
5. How many cubic inches are there in a solid block 38ft. long and 4ft. 1in. square at the ends?
6. Divide  $\frac{2}{3}$  of  $\frac{5}{6}$  by  $\frac{5}{4} + \frac{1}{2}$ , and multiply the result by  $\frac{2}{3}$  of  $\frac{3}{4}$  added to  $\frac{3}{4}$  of  $2\frac{1}{2}$ .
7. Express the difference between  $\frac{5}{8}$  of 3s. 4d. and  $\frac{3}{4}$  of 1s. 9d. as the decimal of half a sovereign.
8. What is the interest on £527 10s. from the 10th March to the 27th July at 6 per cent. per annum?
9. If  $\frac{3}{4}A = \frac{1}{10}B$ , and  $\frac{1}{6}A = £\frac{7}{8}$ , what is the value of 50B?
10. Find, by Practice, the value of 325 articles at £3 19s. 9d. each, and prove the correctness of your answer by working by decimals.
11. If 50 men can perform a piece of work in four weeks, with Sundays to rest, how many could do three times as much in a fifth of the time?

## HISTORY.

1. Give the name of the first monarch of each line of English Sovereigns since the Conquest, stating the right on which he claimed the Crown.
2. Narrate the chief incidents in the dispute between King John and the Pope.
3. Give a short sketch of Scottish history during the reign of Mary Stuart.
4. What caused the United States to fight for their independence? Name the English statesmen who caused the struggle, and those statesmen who opposed their measures; and give a résumé of the attendant events.
5. What do you know of Sebastian Cabot, the Earl of Stratford, Philip and Algernon Sidney, and the two Pitts?
6. Narrate the chief political events of the years 1832, 1833, and 1834.

## GEOGRAPHY.

1. Give the bearings and distances of the Chatham, Bounty, Antipodes, Auckland, and Campbell Islands from Cape Saunders.
2. Name the chief European rivers which flow into the Mediterranean, and the towns at the mouths of those which discharge at seaports.
3. Where are the following? Mention some interesting object or circumstance connected with each:—Khyber Pass, Khartoom, Quito, Cronstadt, Messina, Rio Janeiro, Spitzbergen, Sarawak.
4. Starting from Melbourne, and sailing up the east coast of Australia to Torres Strait, what towns would you pass (mention them in order), what length of coast-line would you sail along, and what are the names of the most southerly and northerly points?
5. Name the British Provinces in North America, giving the capital of each.
6. What territories acknowledge the sway of the Czar of Russia? Give their approximate area, the chief rivers, lakes, and mountains, and six of the principal towns.

## SENIOR.

## ENGLISH.

## CORRESPONDENCE FOR ABSTRACT AND PRÉCIS-WRITING.

## No. 1.

The SECRETARY of STATE for the COLONIES to the GOVERNOR of NEW ZEALAND.

(New Zealand.—No. 26.)

SIR,—

Downing Street, 9th May, 1884.

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

2. I had explained in my despatch of the 11th July, 1883, to the Administrator of the Government of Queensland, which was before the Convention, that, in order to place Her Majesty's Government in a position to consider proposals for the protection or government of New Guinea

or other places in the Western Pacific Ocean, it was desirable for the Australasian Colonies to combine together effectively, and provide the cost of carrying out any policy which it might be decided to adopt; and that, in the meantime, Her Majesty's Government must continue to decline proposals for large annexations of territory adjacent to Australia; adding that, if a reasonable annual sum were provided by the colonies, Her Majesty's Government would be prepared to strengthen the naval force on the Australian Station, and make the High Commissionership more effective.

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

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

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

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

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

6. I may state, in conclusion, that the annual expenditure of this country in the maintenance of the squadron on the Australian Station, including schooners and surveying vessels, is estimated as amounting at present to about £157,000.

I need hardly add that it is desirable that I should learn, as soon as possible, the result of the careful consideration which I trust that this despatch will receive from your Government, in conjunction with the Governments of the other Australasian Colonies. I have, &c.,

Sir W. F. D. Jervois, G.C.M.G., C.B.

DERBY.

#### No. 2.

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

SIR,—

Premier's Office, Melbourne, 25th September, 1884.

I have the honour to forward herewith a copy of a letter, dated the 23rd August, 1884, from the Hon. the Colonial Secretary of Fiji, Suva, addressed to the Hon. the Premier of Victoria, Melbourne, on the subject of a contribution by Fiji to the New Guinea Protectorate Subsidy (£15,000). I enclose also a copy of my reply.

The Hon. the Premier of New Zealand  
Wellington.

I have, &c.,

JAMES SERVICE,  
Chairman of Convention's Committee.

#### Enclosure.

The COLONIAL SECRETARY, Fiji, to the PREMIER, Victoria.

SIR,—

Fiji.—Colonial Secretary's Office, 23rd August, 1884.

I am directed by His Excellency Sir William Des Vœux, Governor of Fiji, to express to you his thanks for your courtesy in forwarding for his consideration the correspondence which has passed between you, as Chairman, and the other members of the Committee appointed by the recent Intercolonial Convention to watch over Australian interests,

His Excellency has read this correspondence with much interest, and desires me to say that, in his opinion, Australasia generally is much indebted to you and the other members of the Committee, who are taking an active part in matters which so deeply concern its welfare.

His Excellency is prepared to recommend to Her Majesty's Government the payment by Fiji of its proportional share of the £15,000 to be contributed temporarily by Australasia to the additional expenses to be incurred by the Imperial Government in connection with New Guinea and Polynesia, but he has some difficulty with regard to the question of the amount of that share. According to the resolution of the Convention, the contribution of each colony was to be in proportion to its population. If, however, that of Fiji should have reference to its whole population, including the natives, it would involve a charge upon the resources of the colony very disproportionate to that borne by other colonies. If, on the other hand, the non-native population were alone considered, the contribution would be unduly small. For this reason, His Excellency is of opinion that the quota of Fiji would best be determined by the proportion which its revenue bears to that of the other colonies. Before deciding on this matter, however, which involves a principle for the future, having by no means exclusive reference to the small sum now to be paid, His Excellency would be glad to have the views of your Committee on the subject.

With regard to the law for preventing the introduction of foreign criminals, which Mr. Griffith, the Premier of Queensland, has suggested for general adoption, His Excellency desires me to say that, though he has not yet had an opportunity of giving it careful consideration in detail, he is, nevertheless, of opinion that its ably-drafted provisions are generally such as to meet the object desired; and that he will be prepared to recommend to the Legislature of this colony an ordinance framed on a similar basis, should events, unhappily, render such an event necessary on the part of united Australasia.

The Hon. the Premier, Victoria.

I have, &c.,

JOHN B. THURSTON.

### No. 3.

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

SIR,—

Premier's Office, Wellington, 11th October, 1884.

I have received, and desire heartily to thank you for, your circular letter of the 25th September, No. 2757, enclosing copy of correspondence between the Government of Fiji and yourself, as to the readiness of the Government of that colony to recommend that Fiji should bear its share in the payment of the £15,000 asked for by the Imperial Government as a New Guinea Protectorate Subsidy, and expressing general approval by His Excellency Sir William Des Vœux of the Foreign Criminals Bill, drafted by the Premier of Queensland, Mr. Griffith.

I am sorry to be unable, as yet, to inform you of the decision of the New Zealand Parliament respecting those matters, but they will be submitted for discussion and decision as soon as the state of the public business permits.

I have, &c.,

The Hon. the Premier, Victoria.

ROBERT STOUT.

### No. 4.

The PREMIER, New Zealand, to His Excellency the GOVERNOR.

*Memorandum for His Excellency.*

THE Premier presents his respectful compliments to the Governor, and has the honour to ask that His Excellency will inform Lord Derby that, because of the state of the public business, consequent upon the recent general election, it has not yet been possible to submit to the House the question of New Zealand contributing to the proposed New Guinea Protectorate Subsidy; but that the Government are in favour of contribution, and that the question as a whole will shortly be submitted for the decision of Parliament.

ROBERT STOUT.

Wellington, 10th October, 1884.

### ENGLISH.

Having read the accompanying correspondence,—

1. Make a short abstract, schedule, or docket of the several letters (and enclosures if necessary).
2. Draw up a memorandum or *précis*: i.e., a brief and clear statement of what passed, not letter by letter, but in the form of a narrative.

#### *Directions.*

1. The object of the abstract, schedule, or docket is to serve as an index. It should contain the date of each letter, the names of the persons by whom and to whom it is written, and, *in as few words as possible*, the subject of it. The merits of such an abstract are: (1) to give the really important point or points of each letter, omitting everything else; (2) to do this briefly, (3) distinctly, and (4) in such a form as to readily catch the eye.

2. The object of the memorandum or *précis*, which should be in the form of a narrative, is that any one who had not time to read the original correspondence might, by reading the *précis*, be put in possession of all the leading features of what passed. The merits of such a *précis* are: (1) to contain all that is important in the correspondence, and nothing that is unimportant; (2) to present this in a consecutive and readable shape, expressed as distinctly as possible; (3) to be as brief as is compatible with completeness and distinctness.

You are recommended to read the whole correspondence through before beginning to write, as the goodness both of the abstract and of the *précis* will depend very much on a correct appreciation of the relative importance of the different parts.

*Brevity should be particularly studied.*

## ARITHMETIC.

1. What number is that to which if 45 and 6 times 45 be added, and the sum so found be further increased by 8 times itself, the total sum is 3069?
2. The French metre is the ten-millionth part of the quarter of the terrestrial meridian, and is equal to about 39·3708 English inches. How many English miles long is the meridian?
3. From 1 take  $\frac{1}{2}$ , from the remainder take  $\frac{1}{3}$  of that remainder, and so on until the result is only a little over  $\frac{1}{2}$ .
4. If you gain 8 per cent. by selling an article at £5 10s. 6d. per cwt., how much per cent. will you gain by selling it at 1s. 8d. per pound?
5. A bill for £225 15s. 6d. is drawn on the 5th July at four months, and discounted on the 10th August at 6 per cent. : how much did the holder receive?
6. Extract the square root of  $300\frac{1}{4}$ .
7. A man can dig 77 sq. yd. in 9 hours : how many men can dig  $2\frac{1}{2}$  acres in  $5\frac{1}{2}$  days if they work 10 hours a day?
8. A bought a block of land for £6,700, and sold it immediately afterwards to B, who gave him £500 on his bargain, giving him bills at three, six, and nine months for three equal amounts. A got the bills discounted, money being worth 6 per cent. per annum : what did he make by the transaction?
9. Express 101 of 1lb. 5oz. as a decimal of  $\frac{1}{4}$  of 1qr. 22lb. 8oz.
10. Find the length, breadth, and height of a room which contains 64,000 cubic feet of air, the length being twice and the height half the breadth.
11. I travelled 1,430 miles by coach, railway, and steamer—by coach a quarter of the distance that I went by railway, which was half that by steamer; the steamer expenses came to  $5\frac{1}{2}$ d. a mile, those by railway  $\frac{3}{4}$  of that rate, and those by coach  $\frac{1}{2}$  of the rate by railway. How much did my journey cost, and what was the average rate per mile?

## GEOGRAPHY.

1. What are the Maori names of the North, Middle, and Stewart Islands? What names did the English first give them? What were the names of the provinces into which they were afterwards divided? What counties is the colony now divided into?
2. If you went in a direct line from Cape Matapan to the North Cape, what countries would you pass through, and what salt water would you have to sail across?
3. Draw a sketch-map of Egypt, Nubia, Abyssinia, and that portion of the Soudan made interesting by recent events, tracing the course of the Nile, and marking the most noted places.
4. Which are the principal coal-producing countries of Europe, Asia, Africa, and America respectively; and where is it chiefly found in Australia and New Zealand?
5. Describe steppes, meers, dunes, llanos, selvas, pampas, and prairies, and say where they are found.
6. Name the chief peninsulas of Asia and America.

## LATIN.

1. Translate—  

<p>Delicta majorum immeritus lues,          Romane, donec templa refeceris,          Aedesque labentes deorum, et          Foeda nigro simulacra fumo.          Dis te minorem quod geris, imperas :          Hinc omne principium, huc refer exitum.          Di multa neglecti dederunt          Hesperiae mala luctuosae.</p>	<p>Jam bis Monaeses et Pacori manus          Non auspicatos contudit impetus          Nostros, et adjecisse praedam          Torquibus exiguis renidet.          Paene occupatam seditionibus          Delevit urbem Dacus et Aethiops ;          Hic classe formidatus, ille          Missilibus melior sagittis.</p>
--	--
2. Where is this ode supposed to have been written? Who were Monaeses, Pacorus, Dacus, and Aethiops?
3. Translate—  

Descriptas servare vices operumque colores,  
 Cur ego, si nequeo ignoroque, poëta salutor?  
 Cur nescire, pudens prave, quam discere malo?  
 Versibus exponi tragicis res comica non vult :  
 Indignatur item privatis, ac prope socco  
 Dignis carminibus narrari coena Thyestae.  
 Singula quaeque locum teneant sortita decenter.  
 Interdum tamen et vocem Comoedia tollit,  
 Iratusque Chremes tumido delitigat ore :  
 Et tragicus plerumque dolet sermone pedestri.  
 Telephus et Peleus, quum pauper et exsul, uterque  
 Projicit ampullas et sesquipedia verba,  
 Si curat cor spectantis tetigisse querela.
4. Parse, making any notes you think necessary,—  

Versibus exponi tragicis res comica non vult.

## 5. Translate—

Nunquam ego ratus sum fore, uti rex maximus in hac terra et omnium, quos novi, privato homini gratiam deberem. Et mehercule, Sulla, ante te cognitum multis orantibus, aliis ultro egomet opem tuli, nullius indigui. Id imminutum, quod ceteri dolere solent, ego laetor; fuerit mihi eguisse aliquando amicitiae tuae, qua apud animum meum nihil carius habeo. Id adeo experiri licet: arma, viros, pecuniam, postremo quidquid animo libet, sume, utere; et, quoad vives, nunquam tibi redditam gratiam putaveris; semper apud me integra erit; denique nihil me sciente frustra voles. Nam, ut ego aestimo, regem armis quam munificentia vinci minus flagitiosum est.

6. Decline in both singular and plural—*Senex felix, mel dulce, vetus certamen.*

7. In what points does a deponent differ from a passive verb?

## FRENCH.

## 1. Translate—

Tu me fais des menaces, malheureux, s'écria Bricolin, alarmé.—Dieu m'en garde! Monsieur Bricolin, dit Grand-Louis en haussant les épaules; vous ne m'entendez pas.—Et je ne veux pas t'entendre. Je n'ai rien à écouter d'un ingrat et d'un faux ami. Oui, ajouta-t-il, voyant que ce reproche causait plus de chagrin que de colère au meunier, je te dis que tu es un faux ami, un Judas!—Un Judas? Non, car je ne suis pas un juif, Monsieur Bricolin.—Je n'en sais rien! reprit le fermier, qui s'enhardissait lorsque son adversaire semblait faiblir.—Ah! doucement, s'il vous plaît, répliqua Grand-Louis d'un ton qui lui ferma la bouche. Pas de gros mots; je pourrais répondre et faire voir que, si j'ai un petit tort, vous en avez un grand. Taisons nous; croyez moi, Monsieur Bricolin, ça pourrait nous mener plus loin que nous ne voulons. J'irai vous parler, et vous m'entendrez.—Tu n'y viendras pas! Si tu y viens, je te mettrai dehors honteusement, s'écria Monsieur Bricolin lorsqu'il vit le meunier, qui s'éloignait à grands pas, hors de portée de l'entendre. Tu n'es qu'un malheureux, un trompeur, un intrigant!—SAND.

2. Form adverbs from the following adjectives: *Doux, prudent, poli, fou, aisé, heureux, beau, faux.*3. Give first singular present and preterite indicative, third singular imperative, and past participle of *craindre, devoir, poursuivre, se souvenir, rompre.*

4. Translate—(a.) One really wants few things, though one desires many. (b.) He broke his finger. (c.) Is your brother at home? No; he is out. (d.) I will call again at half-past eight.

## 5. Put in the plural—

Le peintre vit un jour entrer dans son atelier un de ses élèves, beau jeune homme insouciant, qui avait trouvé galant de piquer à son chapeau un superbe papillon dont il venait de faire la capture, et qui se débattait encore.

(Le peintre and un de ses élèves are both to be made plural.)

## GERMAN.

## 1. Translate into English—

Es ist schwer zu begreifen, warum sich dieser Mann so lang bedachte, ob er das buch behalten sollte oder nicht. Der treue Wächter bewacht die Stadt damit kind Feind in fallen möge. In dem Jahre ein Tausend sechs und sechzig wurde England von dem Normannen Herzog Wilhelm erobert. Das Schieszpulver wurde von einem Mönch namens Berthold Schwartz, in Deutschland erfunden. Wilhelm von Oranien ergriff jede Maszregel, um sein Land von den Franzosen zu befreien. Er muszte mehr als einmal durch grosse Zugeständnisse den Frieden erkaufen. Die Römische Regierung entartete sehr in dem Zeitraum der auf die Punischen Kriege erfolgte.

2. State the present, imperfect, and perfect of the (inseparable compound) verb *widerstehen*.3. Write down the nominative, genitive singular, and nominative plural of *Bauer, Gebirge, Flusz, Elephant, Reise, Löwe, Wagen, Platz, Ochse, Nähe, Schusz.*4. State the gender of *Stufe, Zahn, Ton, Storm, Dinte, Gabel, Freiheit, Liebe, Malerei, Stadt, Gold, Land, Lamm, Kalb*; and give the meaning.5. What is the genitive singular of *trocknes Brod, alter Wein, süsse Speise*?

6. Translate into German (German characters should be used)—

## FROM A SPEECH OF JOHN BRIGHT.

If you go to war now, you will have more banners to decorate your cathedrals and churches. Englishmen will fight now as they ever did; and there is ample power to back them, if the country can be but sufficiently excited and deluded. You may raise up great generals. You may have another Wellington, and another Nelson too; for this country can grow men capable for every enterprise. Then there may be titles, and pensions, and marble monuments to eternize the men who may have thus become great. But what becomes of you and your country and your children? . . . Rely on it that injustice of any kind, be it bad laws, or be it a bloody, unjust, and unnecessary war, of necessity creates perils to every institution in the country. I confess, when I think of the tremendous perils into which unthinking men—men who do not intend to fight themselves—are willing to drag or to hurry this country, I am amazed how they can trifle with interests so vast and consequences so much beyond their calculation.

## TRIGONOMETRY.

1. Express the values of—

$$\begin{aligned}\sin(A+B) &= \\ \cos(A+B) &= \\ \sin(A-B) &= \\ \cos(A-B) &= \end{aligned}$$

2. Show that—

$$\begin{aligned}\sin A &= 2 \sin \frac{1}{2}A \cos \frac{1}{2}A. \\ 1 + \cos A &= 2 \cos^2 \frac{1}{2}A. \\ 1 - \cos A &= 2 \sin^2 \frac{1}{2}A. \end{aligned}$$

3. Show that
- $\tan A + \tan B + \tan C = \frac{\tan A + \tan B + \tan C - \tan A \tan B \tan C}{1 - \tan A \tan B - \tan A \tan C - \tan B \tan C}$
- .

Show also that the sum of the tangents of the three angles of a plane triangle is equal to their product.

4. Given the base, the vertical angle, and the sum of the sides of a plane triangle, to find the sides.

5. Write down the general value of
- $\theta$
- which satisfies both
- $\sin \theta = -\frac{1}{2}$
- and
- $\cos \theta = -\frac{\sqrt{3}}{2}$
- ; also the value of
- $\theta$
- when
- $\sec^2 \theta = 2$
- .

6. Express the logarithms of 9900, .0099, 9900
- <sup>2</sup>
- ,
- $\sqrt{.0099}$
- .

7. The vertical angles from the opposite shores of a lake to a mountain-top 2,730 ft. above its level were 5° 17' 30" and 7° 19' 45": what is the breadth of the lake and the distance of the mountain from its furthest shore, the height of the eye at each station being 5 ft. above the lake?

8. The diameters of two concentric circles are 150 ft. and 100 ft.: what is the area of the ring included between their circumferences?

9. In the triangle ABC, the angle A is 34° 28', the angle C = 91° 52', and the side AC = 266: what are the sides AB and BC?

10. In the triangle ABC, if AB = 610, BC = 1063, and the angle B = 30° 29', what are the angles A and C, and the side AC?

## ALGEBRA.

1. Reduce to its simplest form
- $(a-x) - (2x-a) - (2-2a) + (3-2x) - (1-x)$
- .

2. Find the G.C.M. of
- $x^2 - 7x + 10$
- and
- $4x^3 - 25x^2 + 20x + 25$
- .

3. Simplify
- $\frac{2\frac{1}{2} - \frac{1}{2}x}{\frac{2}{3}x - 1\frac{1}{2}}$
- and
- $\frac{x - \frac{1}{2}(3x-2)}{3}$
- .

4. Divide
- $\frac{a^2 - b^2}{(a-b)^2}$
- by
- $\frac{a^2 + ab}{a-b}$
- .

5. Extract the square root of
- $\frac{x^2}{y^2} - 2 + \frac{y^2}{x^2} + \frac{2x^2}{y} - 2y + x^2$
- .

6. Multiply
- $3\sqrt{(a-b)}$
- by
- $4\sqrt[3]{(a-b)}$
- ; and from
- $5\sqrt{(a-x)^3}$
- take
- $2a\sqrt{(a-x)}$
- .

7. Solve the following equations:—

$$\left. \begin{aligned} \frac{x}{a} + \frac{y}{b} &= p. \\ \frac{x}{c} - \frac{y}{d} &= q. \end{aligned} \right\}$$

$$\left. \begin{aligned} \frac{1}{3}x - \frac{1}{4}y + \frac{1}{5}z &= 5. \\ \frac{1}{5}x + \frac{1}{3}y - \frac{1}{5}z &= 3. \\ 2x - \frac{1}{2}y + \frac{1}{10}z &= 17. \end{aligned} \right\}$$

8. By selling goods for £56 a man gained as much per cent. as they cost him: what did they cost him?

9. The tenth part of the sum of two numbers is equal to the fourth part of their difference, and one of them is as much greater than 10 as the other is less than it. Find them.

10. Expand
- $(a-b)^6$
- , and explain the process you adopt.

## GEOMETRY.

1. Define the terms
- axiom*
- ,
- corollary*
- ,
- hypothesis*
- ,
- converse proposition*
- ,
- problem*
- ,
- theorem*
- .

2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the angles contained by those sides equal to each other, they shall likewise have their bases or third sides equal, and the two triangles shall be equal, and their other angles shall be equal, each to each, namely, those to which the equal sides are opposite.

3. Through a given point on either side of a straight line of unlimited length draw the perpendicular and the parallel of the line.

4. If two straight lines be divided into any number of parts, the rectangle contained by the two straight lines is equal to the rectangles contained by the several parts of one line and the several parts of the other respectively.

5. If one circle touch another internally in any point, the straight line which joins their centres, being produced, shall pass through that point of contact.

6. From a given circle cut off a segment which shall contain an angle equal to a given rectilinear angle.

7. In a given circle inscribe a triangle equiangular to a given triangle.

8. If from a point without a circle any number of straight lines are drawn to the circumference, show that only two of them can be equal to each other, and that, if produced, neither of any of the pairs of equal lines will pass through the centre.

## HISTORY.

1. Trace the gradual formation of parliamentary power under the Plantagenets and Tudors.
2. When were the following Acts passed; what were their provisions; have any of them been repealed: Test Act, Conventicle Act, Habeas Corpus Act, Act of Settlement?
3. Relate the principal events in the reign of George I.
4. There were three treaties of Paris made during the reign of George III.: between what Powers were they severally made, and what were their terms?
5. When did the following flourish, and what works have rendered their names memorable: Froissart, Samuel Butler, Ben Jonson, Samuel Johnson, Swift, David Hume, Adam Smith, Sheridan Knowles?

## BOOK-KEEPING.

Journalize the following transactions:—

- (1.) Shipped to Boston, per "Emily," consigned to Messrs. J. Freeman and Co., for sale on owner's account and risk,—

9 bales cloth, valued at	...	...	...	...	£1,300
Shipping charges	...	...	...	...	£50
Insurance	...	...	...	...	30
				80	
					£1,380

- (2.) Sold Jonas Williams 50 hhds. sugar, consigned to me ex "Red Jacket,"—  
620 cwt. net sugar @ 56s. ... .. £1,736

- (3.) Purchased on joint account with Thomas Jones, one half-risk each, 250 bbls. pot-ashes=1,150 cwt. net, @ 20s. Paid cash, £750, and gave my promissory note at 3 mos. for £400.

- (4.) Sold potashes as under:—

To William Owen, 125 bbls. for	...	...	...	£720
To James Smith, 125 bbls. for	...	...	...	750
				£1,470

- (5.) Closed the potashes joint account as under:—

			£	s.	d.
Commission on sales	...	...	36	15	0
Interest while out of funds	...	...	12	0	0
Paid Thomas Jones	...	...	135	12	6
My share	...	...	135	12	6
			£320	0	0

- (6.) Received account sales from Messrs. J. Freeman and Co. of the cloth consigned per "Emily." The net proceeds come to £2,120.

- (7.) By next mail received from Messrs. J. Freeman and Co. a bank draft on demand for £1,500, also their bill on J. Johnston at 60 days' sight for £620. The draft has been paid, and the bill duly accepted.

- (8.) Make necessary closing entries in connection with the above consignment of cloth to Boston.

State the difference between the mode of entering transactions in the day- or waste-book and in the journal.

On which side of the cash account are moneys received and moneys paid respectively placed?

## CHEMISTRY.

1. Explain the meanings of the terms "atoms" and "molecules."
2. Describe chlorine, its mode of preparation, uses, and chief compounds.
3. What are the tests for copper, iron, barium, calcium, and potassium?
4. Describe the chief ores of iron, and the mode of manufacture from them of cast iron, wrought iron, and steel.
5. Describe the chief compounds of sulphur that are used in the arts, and their processes of manufacture.

