

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

[Before handing in your sewing work to the Supervisor, write your examination number and your class clearly on each of the three labels and on the envelope provided; fasten one label securely with needle and thread to the toe of the sock, one to the back of the nightgown yoke, and the third to what is left of the long-cloth provided; and enclose the whole in the envelope. Hand in the envelope to the Supervisor with your book of answers.]

[N.B.—Every candidate is expected to attempt Questions 1, 2, and 3.]

1. Cut out in long-cloth a double yoke for a nightgown for a little boy three years of age, to button in front. [The height of such a boy may be taken as about 2 feet 10 inches, his chest measure as 20 inches, and his neck measure as 10 inches.]
2. Cut out the front half of a skirt for the same nightgown; gather and stroke it and set it into the yoke specified in question 1, finishing the placket with a hem $\frac{1}{2}$ inch wide on the button side and with a false hem 1 inch wide on the button-hole side.
3. Cut and work a button-hole in the yoke to fit the button provided, and sew on the button.
4. Darn the punched hole in the sock provided.
5. Draw in your book a sketch of a pattern for a woman's nightgown sleeve with a cuff, showing the measurements.
6. What advantages and disadvantages have the following?—
 - (a.) Calico underclothing:
 - (b.) Combination garments:
 - (c.) Flannelette:
 - (d.) Hand-sewing.

English.—For Junior National Scholarships. Time allowed: Two hours and a half.

[You must attempt questions 1, 2, and 9.]

1. Write from the following notes a letter of about thirty lines to a schoolfellow you have not seen for some time: Hope to start next month on a voyage Home *via* San Francisco; leave Auckland; call at Honolulu; break journey in the United States; see Chicago, New York, &c.; large Atlantic steamer; Newfoundland fogs; perhaps Marconi telegrams; mouth of Mersey, Liverpool; rail to London; things to see in London.
2. Write two or three paragraphs on *one* (and only one) of the following subjects:—
 - (a.) The Pacific cable.
 - (b.) Any native New Zealand bird.
 - (c.) Any play of Shakspeare.
3. Point out any faults you may see in the following passages, and rewrite the sentences so as to avoid the faults:—
 - (a.) Anyhow, if fifty farmers will join together and import a thousand Australian magpies I will gladly be one of them.
 - (b.) He only walked there once more.
 - (c.) The Governor with the ministers and other distinguished visitors present were then entertained with luncheon in the committee's tent.
4. Combine the following statements into two or three complete sentences:—
There was once a fine young working-bee. She left her hive. It was a lovely morning. It was summer. She wanted to gather honey from the flowers. The sun shone brightly. The air felt warm. So she flew a long, long distance. She then came to some gardens. The gardens were very beautiful. The gardens were very gay. She roamed about there. She went in and out of the flowers. She buzzed in great delight. She loaded herself with treasures. She could carry no more. Then she bethought herself of returning home. She was just beginning her journey. She flew through a window. That was an accident. The window was open. It was the window of a country house. The bee found herself in a room. It was a large dining-room.
5. Explain briefly the meaning of the following words, making a sentence for each of them that will show clearly that you understand the meaning of the word in question: Mosque, monopoly, comprehend, satellite, calcareous.
6. Express the following passages in other words so as to make it clear that you understand the meaning of them:—
 - (a.) Fear no more the heat o' the sun,
Nor the furious winter's rages;
Thou thy worldly task hast done,
Home art gone, and ta'en thy wages;
Golden lads and girls all must,
As chimney-sweepers, come to dust.
 - (b.) Near yonder copse where once the garden smiled,
And still where many a garden-flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
7. Reconstruct the sentences from "Gulliver's Travels" of which a rough analysis is given below; the words in italics are to be replaced by other words as indicated:—
 - (1.) (a.) I had a strong hope: Principal clause.
 - (b.) I should one day recover my liberty: Noun clause, in apposition with the object of (a).
 - (c.) *This hope* (replace by relative pronoun) never left me: Adjective clause to the object of (a).
 - (2.) (a.) As to the ignominy of being carried about for a monster, I considered: Principal clause.
 - (b.) Such a misfortune should never be charged upon me as a reproach: Noun clause, object of the predicate of (a).
 - (c.) If ever I should return to England: Adverbial clause of condition to the predicate of (b).