



NEW ZEALAND

GOVERNMENT GAZETTE

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No. XX

BOARD OF EDUCATION.

Christchurch, February 23, 1874.

THE CHAIRMAN OF THE BOARD OF EDUCATION.

SIR,

We have the honour to submit a complete report of the examination and classification of teachers and candidates for certificates.

The examination by papers began on the 27th January, and lasted for six and a-half days. In addition, those who had not previously given sufficient proof of ability as teachers were required to teach a class in the presence of one of the examiners. Sixty-one candidates in all were examined, of whom three entered for the first class, thirteen for the second, and forty-five for the third and assistants' classes. There was great variety in the selection made by the first and second class candidates in the optional subjects. Algebra, Geometry, Natural Philosophy, Astronomy, and History, were most frequently chosen; but every optional subject was taken up by one or other candidate, except Greek, Botany, Chemistry, and first-class Music and Drawing. The examiners would have been glad to see more teachers professing a knowledge of music, drawing, and drill. We enclose copies of the papers. Those on modern languages were set by the Rev. C. Turrell, to whose valuable assistance in this part of the examination we are much indebted. The greater part of the needlework was examined by Miss Stothard, who also rendered important service by being in attendance on every occasion when female candidates were present.

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Although no one passed in the first class, some exceedingly creditable work was done in the second class; the average of the three who stand first on the list being respectively 84, 77, and 76 per cent. The first five in the third class exceed two-thirds marks in their own range of subjects. Several candidates whose attainments and experience are not such as to warrant the issue of a certificate which would entitle them to the sole charge of a school, have been ranked as assistants. Of these some are already acting as principal teachers, and we recommend that they should be allowed to remain in charge till the end of next quarter, but that further continuance in their appointments should depend on their passing an examination to be held in June next.

We have considered the application forwarded to us from Mr. Dominick Browne, and are of opinion that, under the circumstances, he may be placed in the third division of the second class. We have also granted a third-class certificate to Mr. C. Hunter, in consideration of a certificate he holds from the Wellington Board of Education.

We beg to suggest that a formal certificate shall be issued to each of those who have passed in this examination, or who have already been classed.

We are glad to observe that the certificate system is working advantageously on the schools and teachers of the Province. The work done in this examination by third-class teachers and assistants who have been examined on former occasions shows in most cases a marked improvement; and from several circumstances that have come to our knowledge, we are led to conclude that a very general desire exists among teachers to increase their qualifications and to improve their position on the class list.

In preparing the following list, we have arranged the candidates in the order of their average marks (except the assistants, who are in alphabetical order), and indicated the division in which each has been placed. The asterisk prefixed to four names in the third class denotes that the certificate will be withheld until sufficient proof is given of ability to teach and manage a school.

SECOND CLASS.

Mr. A. C. Newton	...	II	...	2
Mr. T. S. Foster	...	II	...	3
Mr. J. R. Thornton	...	II	...	3
Mr. T. May	...	II	...	3
Rev. J. Cumming	...	II	...	2
Mr. D. B. Craig	...	II	...	3
Mr. H. Hookham	...	II	...	3
Miss M. Kenny	...	II	...	3
Miss A. Stout	...	II	...	3
Mr. E. Mossman	...	II	...	3

THIRD CLASS.

Mr. J. A. Caygill	...	III	...	2
Mr. W. H. D. Watkins	...	III	...	2
Mrs. Alice Cutler	...	III	...	1
Major J. R. Martin	...	III	...	3
Mr. F. W. Smith	...	III	...	1
Mr. J. Woodford	...	III	...	1
Mr. R. Soundy	...	III	...	1
Mr. J. Speight	...	III	...	1
Miss A. Buxton	...	III	...	1
Mr. E. Vavasour	...	III	...	1
Mr. W. E. Foster	...	III	...	3
	...	III	...	1

THIRD CLASS—Continued.

Mr. W. H. Gorton ...	III	2
Mr. T. G. Smith ...	III	3
Mr. T. A. Gates ...	III	2
Miss A. E. Hookham ...	III	2
Mr. John Maddison ...	III	2
Mr. W. H. Comerford ...	III	2
Mr. J. C. Sopp ...	III	3
Miss A. Robson ...	III	3
Mr. John Hook ...	III	2
Mr. John Slipper ...	III	2
Mr. C. J. Hoggan ...	III	2
Miss Ann Kitchingman ...	III	3
Miss S. Derry ...	III	3
Mr. James Murray ...	III	2
Mr. W. McClure, senior ...	III	2
Mr. P. H. Cannon ...	III	2
Mr. James Thompson (Southbrook) ...	III	2
*Miss J. Davis ...	III	3
Mrs. Hester Cheyne ...	III	2
*Mr. G. L. Vincent ...	III	3
*Miss M. A. Bennetts ...	III	3
*Mr. C. D. Husband ...	III	3

ASSISTANTS.

FIRST CLASS.

- Mr. H. Jones.
- Miss E. Kitchingman.
- Mrs. J. Langbridge.
- Mr. Thomas Ross.
- Mr. G. Silvester.

SECOND CLASS.

- Mr. P. G. Kearney.
- Mr. C. M. Lugar.
- Miss H. McGowan.
- Mrs. E. M. Reeves.
- Mr. Joseph Thompson.
- Miss Lucy Thompson.

THIRD CLASS.

- Miss J. Campbell.
- Miss Mary May.

We have the honour to be,

Sir,

Your obedient servants,

J. V. COLBORNE VEEL, M.A.

WM. JAS. HABENS, B.A.

J. P. RESTELL, Inspector of Schools.

EXAMINATION FOR CERTIFICATES, JANUARY, 1874.

SACRED HISTORY.

FIRST AND SECOND CLASSES.

1. What instances of famine are recorded in the Old Testament?
2. Give the names of the most distinguished of the Judges, and say from whom they delivered Israel.
3. Explain with reference to the context—
 - (a) I will not let thee go except thou bless me.
 - (b) Had Zimri peace who slew his master?
 - (c) The words of the men of Judah were fiercer than the words of the men of Israel.
 - (d) Ye know not what manner of spirit ye are of.
 - (e) When thou wast under the fig tree I saw thee.
 - (f) Great is Diana of the Ephesians.
4. Give a history of St. Paul, from his arrest in Jerusalem till his arrival in Rome.
5. State briefly what is known of Jethro, Achan, Shimei, Sanballat, Agabus, Silas, Apollos.
6. Mention any circumstances connected with—Ziklag, Ezion-geber, the Cave of Machpelah, the Cave of Adullam, Sychar, Joppa, Bethsaida, Berea.

BRITISH HISTORY.

1. Give a sketch of the reign of Henry III.
2. In what reigns was war carried on between England and Scotland, from A.D. 1100 to A.D. 1550? Mention the principal battles, with dates.
3. Answer the last question, substituting France for Scotland.
4. Describe the state of public affairs in Scotland at the accession of Queen Mary, and narrate subsequent events till Mary's flight into England.
5. Explain the circumstances that led to the battles of Stoke, Sedgemoor, Killiecrankie, Prestonpans.
6. Mention any remarkable incidents in the political history of England during the first half of the present century.
7. With what events have the following places been connected:—Ravenspur, Barnet, Cardiff, Fotheringay, Edgehill, Tilbury, Torbay, Malplaquet, Porto Bello, Camperdown.

GEOGRAPHY.

FIRST AND SECOND CLASSES.

1. Explain the terms Meridian, First Meridian, Ecliptic, Solstice, Zenith.
2. What are isothermal lines? Mention any remarkable difference of temperature in places having the same latitude. What causes (of situation or local circumstance) tend to modify the climate of a place.

3. What European rivers fall into the Mediterranean, the Black Sea, and the German Ocean, respectively? State in what direction each flows, the countries through which it passes, and the towns situated on its banks.
4. Give a list of the British Dependencies in the several quarters of the globe, with the natural productions of each.
5. Describe as minutely as you can the route from New Zealand to England *via* San Francisco, and back *via* Suez.
6. Describe the situation of Brindisi, Khiva, Quillimane, Kurrachee, Ormsk, Heligoland, Odessa.
7. Draw on a small scale a rough map of Australia and New Zealand, showing the divisions between the Colonies or Provinces, and the site of the chief town of each.
8. Draw a map of Asia, showing the degrees of latitude and longitude, the divisions of countries, the sites of the principal towns, and the course of the chief rivers.

GRAMMAR.

FIRST AND SECOND CLASSES.

1. Parse—

“Tis greatly wise to talk with our past hours,
 And ask them what report they bore to heaven,
 And how they might have borne more welcome news.”

2. Parse—

“ Oh that I knew where I might find him! that I might come even to his seat.”

3. Analyse logically—

“ A wise man will make haste to forgive, because he knows the true value of time, and will not suffer it to pass away in unnecessary pain.”

4. Write and punctuate two passages read by the Examiner.

5. Write (as a test in spelling) a list of words read by the Examiner.

Eccentric, exorbitant, pyramid, tranquillity, mischievous, dysentery,
 susceptible, successful, sepulchral, committee, analogous, precede,
 diocese, picturesque, separate, ceiling, parallelogram, hypocrisy,
 calendar, almanac.

6. What rules of Syntax do you consider fundamental?

7. Subject for Essay:—

Colonial Hindrances to Education.

8. Define, explain, or illustrate the term “Pronoun,” in such a way as to justify the application of the term to all the classes of Pronouns.

ARITHMETIC.

FIRST AND SECOND CLASSES.

1. Explain the principle of the decimal system of notation. Extend the explanation to the notation of decimal fractions. Discuss the relative merits of the English and French systems of notation for numbers above nine hundred and ninety-nine millions.
 2. What is the square of 99999.
 3. Divide 74684164 by 8642.
 4. Add together $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{5}$, $\frac{3}{4}$, and $\frac{5}{6}$.
 5. What is the difference between $\frac{2}{3}$ and $\frac{4}{5}$. Reduce the answer to an improper fraction, and to a decimal fraction.
 6. State the rules for multiplying and dividing decimal fractions.
 7. Reduce 2 weeks, 5 days, 7 hours, 27 minutes to the fraction of a day.
 8. Find the value of 39 cwt., 10 lbs., @ £3 15s. 7½d. Ψ cwt.
 9. If 3 cwt., 3 qrs. cost £5 15s., what will 3 cwt. cost?
 10. If 8 men can do a piece of work in 24 days, how many men can do seven times as much work in 6 days?
 11. Find the simple interest on £2833 6s. 8d. for $4\frac{1}{2}$ years, at 6 per cent.
 12. What will £700 amount to in 3 years at 6 per cent. compound interest?
 13. Find (1) the interest, (2) the discount, on £150 for 6 months, at 9 per cent.
 14. What are the uses of the Day-book, Cash-book, and Ledger respectively?
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15. What is the cost of painting the outside and inside of a box 7ft. 4in. long, 4ft. 8in. wide, and 3ft. 10in. deep, at 8½d. per yard?
 16. What is the value of a stack of timber 98ft. 8in. long, 5ft. 4in. wide, and 3ft. thick, at 2s. 8d. per foot solid?
 17. Find by Duodecimals the capacity of a cube whose edge is 2ft. 8in.; and prove the truth of the result by vulgar fractions.

NOTE.—15, 16, and 17 are for men only.

HISTORY, SACRED AND BRITISH.

THIRD CLASS TEACHERS.

1. State briefly what you know of each of the sons of Jacob.
2. Write the particulars of the death and burial of Joseph.
3. What events are connected with each of the following places:—Haran, Bethel, Mahanaim, Rephidim, Gilgal, Mount Tabor, Mount Carmel, Ashdod, Mizpeh, Adullam, Makkedah, Mount Gilboa, Zarephath, Capernaum, Bethany, Joppa, Paphos, Corinth?

4. What were the Judges?—Name them.
5. State the oppressions from which they each delivered the Israelites.
6. Write a full account of Othniel.
7. Which were the most important reigns in the separated kingdom of Israel after the revolt?
8. For what were they each important?
9. Which were the most important reigns of the kingdom of Judah?
10. State their respective importance.
11. Enumerate the several appearances of Christ to His Apostles and others after He rose from the dead.
12. Summarise what is recorded of Peter in the Acts of the Apostles.
13. Give an account of the origin, sway, and decay of the Feudal system.
14. State the several occasions in English History in which Wales, Ireland, and Scotland respectively are of importance.
15. What were the Witenagemot, Trials by Ordeal, the Constitutions of Clarendon, the Statute of Mortmain, Justices in Eyre, the Statute of Drogheda, Habeas Corpus the Petition of Right, the Star Chamber?
16. To what reigns respectively do they more especially refer?
17. Who were Clive, Wolfe, Harley, Newton, Sacheverell, Monk, Pride, Whitgift, Ascham, More, Tyndale, Caxton.

GEOGRAPHY.

THIRD CLASS TEACHERS.

1. Explain—Pole, Axis, Ecliptic, Arctic Circle, Zone, Latitude, Equator, Zenith, Nadir.
2. Explain the different application of the terms Longitude and Meridian.
3. Account for the Motions of the Earth.
4. Define (with examples of each)—Continent, Ocean, Gulf, Sound, Watershed, River-Basin, Mountain, Valley, Plain, Steppes, Llanos, Silvas, Pampas, Prairies, Affluent, Confluence, Tributary.
5. Trace all the points of resemblance as to and in connexion with the Great Continents.
6. Describe the course of two of the following rivers, and illustrate your description by a map:—

Murray,
 Ganges,
 St. Lawrence,
 Rhine,
 Danube.
7. State the boundaries and the political divisions of the German Empire.
8. State the chief employment of the inhabitants of each of the above.

9. Draw a physical map of Hindostan.
10. State the Cotton, Iron, and Woollen Towns of the United Kingdom, and the situation of each.
11. Draw up a lesson on "The Tide," its cause and effects. Indicate places having remarkably high and others having little or no tide, and state any other interesting facts.
12. Where are—Cheltenham, Tralee, Rothsay, Whitehaven, Mantes, Cadiz, Frejus, Spezzia, Trieste, Brindisi, Valetta, Damietta, Bushire, Buda, Cronstadt, Kandy, Pondicherry, Smolensko, Chusan, Pesth, Tobolsk, Amoy, Clyde, Featherstone, Maketu, Riverton.

GRAMMAR.

THIRD CLASS TEACHERS.

1. Explain according to their derivation, the names of the Parts of Speech.
2. Why should the "Article" not be considered as a separate "part of speech," and how might it be better classed?
3. Divide the consonants into classes, and explain the classification.
4. Explain all the different uses and positions of the apostrophe.
5. Write the plural of—Daisy, dimity, alley, money, galley, donkey, calf, life, handkerchief, stuff, staff, die, cod, salmon, penny, sow, crisis, seraph.
6. Write the feminine of—Bullock, earl, friar, stag, hero, lad, wizard.
7. Quote and exemplify the rules for the comparison of adjectives.
8. Give as many examples as you can of irregular comparisons.
9. Distinguish between the possessive cases of the personal pronouns and the corresponding possessive adjective pronouns. Shew both their different form and different use.
10. Give examples of—Demonstrative, distributive, and indefinite pronouns. Are they used as nouns, adjectives, or both, and how?
11. Explain, with examples,—Verb, mood, tense, verbal noun, participle, active, passive, neuter, indicative, subjunctive, infinitive, auxiliary, impersonal, defective.
12. Exemplify the different kinds of adverbs.
13. Parse *each word separately* in the following sentence—An examination, at which certificates of all classes will be granted, shall be held by the Board of Examiners at Christchurch some time in the month of January.

ARITHMETIC.

THIRD CLASS TEACHERS.

1. What is the difference between the English and French methods of Numeration? Which of them should be used in our schools, and why?
2. Write out in words at length the number 2300002300230230.
3. Also 3050050.

4. Multiply £6789 15s. 7½d. by 789½, and prove it by Long Division.
5. Reduce 5000 poles to yards.
6. Reduce 5000 perches to square yards.
7. Reduce 5000 half-guineas to half-crowns.
8. Reduce 45678 guineas to sovereigns, half-sovereigns, crowns, and half-crowns, so as to have an equal number of each.
9. It is found that 288 yards of paper 2ft. 8in. wide will cover the walls of a room; how many yards would be required of paper 2ft. 3in. wide?
10. A cubic foot of water weighs 1000ozs.; what weight of water would be contained in a canal whose depth is 8 feet, width 25 feet, and length 25 miles?
11. If 172 cwt. 2 qrs. 18 lbs. cost £87 6s. 3d., how much must be given for 7 cwt. 3 qrs. 11 lbs.
12. A besieged fortress has provisions for 3 weeks at the rate of 14ozs. a day for each man; at what rate per day must the provision be distributed so that the place may hold out five weeks?
13. The carriage of a parcel of goods weighing 1 ton 3 cwt. 2 qrs. cost £2 14s., what will be the charge for four other parcels each weighing 17 cwt. 3 qrs. 7 lbs.?
14. Explain Ratio, Proportion, Antecedent, Consequent, Proportionals, Extremes, Means.

ART OF TEACHING.

FIRST, SECOND, AND THIRD CLASSES.

1. Make a Concise Time Table for a mixed school of 100.
2. Make an Explicit Time Table for the same school.
3. What is "Oral Teaching?" To what extent is it desirable? In what respect, if any, is it objectionable?
4. Define an "Object Lesson," the "Notes of a Lesson," the "Heads of a Lesson."
5. State what "Object Lessons" you have given. Give the "Heads of one such Lesson;" and the "Notes of the same Lesson."
6. Is it desirable or objectionable to set pupils to correct exercises in false spelling and grammar; and why?
7. State the plan and course you would adopt in introducing and carrying on the Study of History and Geography respectively.
8. State what you know of the origin and advantages of the "Pestalozzian," "Lancasterian," "Glasgow," and other systems.
9. What is the "Circulating Class System," and the good of it?
10. The Inspector desires to consult you as to the suitableness of the books in use, and as to what reading and other books you would recommend, and in what order.
11. Write an Essay on the best means of checking irregularity, and securing regularity of attendance; or, on the mixed school system—whether or not the sexes should be mixed in school and class; and why?

WRITING—COPY SETTING.

FIRST, SECOND, AND THIRD CLASS.

1. Write in large hand, filling up three spaces on ruled paper—*Nelson*.
2. Write, in text hand, filling up two spaces—*Wellington*.
3. In smaller text, filling up one space—*Christchurch*.
4. In round hand, filling up half a space—Christchurch, New Zealand.
5. In small hand—West Christchurch Schoolroom (late High School), Lincoln Road, Canterbury, New Zealand, January 28, 1874.
6. Write the last specimen again, the masters in current, or commercial hand; the mistresses in angular hand.
7. Write one of the above words in German Text, and any other ornamental hand.

VOCAL MUSIC.

FIRST, SECOND, AND THIRD CLASSES.

1. What is a scale?
2. What are the proportions of length of string, or of vibrations, of the notes of a diatonic scale extending through an octave?
3. Why are sharps and flats required? Answer this in the form in which you would explain it to a class.
4. What are the signatures of B, B flat, E, E flat, C sharp, A, A flat?
5. Transpose into the key of G two tunes selected by the examiner.
6. Say in what time each of four tunes pointed out by the examiner is written.
7. Sing the air of a tune chosen by the examiner.

ALGEBRA.

FIRST AND SECOND CLASSES.

1. Multiply (1) $x^2 - x + 1$ by $x^2 + x - 1$
(2) $a^2 - x^2$ by $a^2 + a^2x^2 + x^2$.
2. Divide (1) $x^3 + x^2 - x - 1$ by $x + 1$
(2) $x^3 + (a+b+c)x^2 + (ab+ac+bc)x + abc$ by $x + b$.
3. Resolve into factors $x^2 - 20x + 100$.
4. If $a=6$, $b=5$, $x=4$, $y=3$, find the value of—
 - (1) $3(a+b) - 2(x-y)$.
 - (2) $ay(b+x)^2$.
 - (3) $\sqrt{2axy}$.
 - (4) $(\sqrt{x+b})^2$.

5. Solve (1) $125 - 7x = 145 - 12x$.
 (2) $(x+7)(x-3) = (x-5)(x-15)$.
6. Divide 50 into two such parts that the double of one part may be three times as great as the other part.
7. A bill of £100 was paid with guineas and half-crowns, and 48 more half-crowns than guineas were used. How many of each were paid?
8. Reduce to lowest terms $\frac{a-b}{a^2+ab} + \frac{a^2-b^2}{a^2-ab}$
9. Find the sum of $\frac{x}{y} + \frac{x}{x+y} + \frac{x^2}{x^2+xy}$.
10. Solve (1) $\begin{cases} 3x-5y=51 \\ 2x+7y=3 \end{cases}$ (2) $\begin{cases} mx+ny=e \\ px+qy=f \end{cases}$
11. The sum of two digits composing a number is 10, and if 54 be added to the number the digits will be inverted. What is the number?
12. Solve (1) $x^2 + 18x - 243 = 0$.
 (2) $x^2 - \frac{9}{5}x = 16$.
 (3) $\left. \begin{aligned} \frac{1}{x} + \frac{1}{y} &= \frac{9}{20} \\ \frac{1}{x^2} + \frac{1}{y^2} &= \frac{41}{400} \end{aligned} \right\}$
13. A cistern can be filled by two pipes running together in 2 hours 55 minutes. The larger pipe by itself will fill it sooner than the smaller by 2 hours. What time will each pipe take separately to fill it?

NOTE.—12 and 13 are for first class men only.

GEOMETRY.

FIRST AND SECOND CLASSES.

1. Upon the same base, and on the same side of it, there cannot be two triangles that have their sides which are terminated in one extremity of the base equal to one another, and likewise those which are terminated in the other extremity.
2. If a straight line falling on two other straight lines make the alternate angles equal to each other, these two straight lines shall be parallel.

Female candidates of the first class are to write out here the three other theorems on parallel straight lines:

3. Triangles upon equal bases and between the same parallels, are equal to one another.
4. From two given points on the same side of a straight line given in position, draw two lines which shall meet in a point in that line, and make equal angles with it.
5. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.

NOTE.—Female candidates need not go beyond the 5th question.

6. A segment of a circle being given, to describe the circle of which it is a segment.
7. From a given circle to cut off a segment containing an angle which shall be equal to a given rectilinear angle.

NOTE.—The remaining questions are for first class men only, who may omit questions 1 and 2, and any one of questions 3, 4, 5, 6, 7.

8. To describe a square about a given circle.
9. To find a mean proportional between two given straight lines.
10. Rectilinear figures which are similar to the same rectilinear figure, are also similar to one another.

MECHANICAL AND NATURAL PHILOSOPHY.

FIRST AND SECOND CLASSES.

1. Three forces of 6lbs., 8lbs., and 10lbs., act on a body, their directions being all in the same straight line. What force will balance them, and what will be its direction?
2. If the same three forces (6, 8, 10) keep a body at rest, what is the angle between the directions of the forces of 6lbs. and 8lbs.?
3. Prove that the moments of two forces about any point in the direction of their resultant are equal.
4. Find the centre of gravity—(1) of a triangle; (2) of half a regular octagon.
5. In a lever of the first-class the arms are as 7: 9. The pressure on the fulcrum is 36lbs. Find the weights.
6. If the radius of a wheel be 4 feet, the radius of the axle 16 inches, and the weight 20lbs. what must be the power to produce equilibrium?
7. If the capacity of the receiver in Smeaton's Air Pump be ten times that of the barrel what will be the exhaustion produced by six strokes of the piston?

NATURAL PHILOSOPHY (POPULAR).

FIRST AND SECOND CLASSES.

Describe the instruments named below, and show the principles involved in their construction and in their use:—

- (1) Barometer.
- (2) Syphon.
- (3) Air Pump.
- (4) Screw.
- (5) Bramah Press.
- (6) Refracting Telescope.
- (7) Spectroscope.
- (8) Galvanic Battery.
- (9) Thermometer.
- (10) Safety Lamp.
- (11) Nicol Prism.

NOTE.—Any five of the above subjects will suffice, if well and fully treated.

ASTRONOMY.

FIRST AND SECOND CLASS.

1. Define and illustrate the following terms:—Superior conjunction, inferior conjunction, ascending node, descending node, opposition, parallax, quadrature, syzygies.
2. State Kepler's laws, and Bode's law.
3. What is the difference between the sidereal day and the mean solar day? What is the cause of the difference? Discuss the differences between the apparent solar day and the mean solar day.
4. Name not less than six stars of the first magnitude, assign them to their proper constellations, and state roughly the time of year at which any of them are visible here, and in what part of the heavens.
5. How are the changes of the seasons produced? Give full explanations and diagrams, and detailed statement of effects in different zones.
6. How would you set a celestial globe to represent the aspect of the heavens at Christchurch at ten o'clock to-night? What is the sun's altitude at Christchurch at noon—(1) at the equinoxes, (2) at the summer solstice, (3) at the winter solstice? Show how you arrive at your results.
7. Why is a transit of Venus regarded with so much interest?
Or as an alternative: Enumerate the leading principles of Spectrum Analysis, and state some recent results of spectroscopic research.

8. Give the fullest information you possess on any one of the three following subjects:—
 - (1) The physical constitution of the sun.
 - (2) The physical constitution of the moon.
 - (3) Double stars.

ANIMAL PHYSIOLOGY.

FIRST CLASS.

1. In what respects do animals differ from plants?
2. Give a classified list of the primary tissues.
3. Describe the general arrangement of the nervous system in each of the sub. kingdoms.
4. Trace the course of the blood in its circulation in the human body. Describe the heart, and say by what forces the blood is propelled.
5. Compare the systems of circulation in reptiles and in mammalia.
6. Describe the respiratory apparatus in birds.
7. Give a full description of any one of the organs of sense.
8. Describe the powers by which a wound is healed in the higher vertebrata. Give particulars of reparation of injuries in inferior animals.

ANCIENT HISTORY.

FIRST CLASS.

1. Narrate briefly the events which led to the accession of Darius Hystaspes to the throne of Persia.
2. What parts of Greece were occupied by the Dorians and Ionians respectively? Mention some of the colonies founded by each. What Greek colonies were founded in Lower Italy?
3. By what means did Peisistratus raise himself to the chief power in Athens? How long did his dynasty last, and what were the circumstances of its downfall?
4. Explain the causes, real and ostensible, of the Peloponnesian war. Give the dates of its commencement and termination.
5. Give such particulars as you recollect about the expedition of Cyrus the younger, and the retreat of the Ten Thousand, the names of the chief officers, the extent and direction of their march, and the countries traversed.
6. How was the Empire of Alexander the Great divided after his death? Between whom was the battle of Ipsus fought, and with what result?
7. Explain fully the Roman land law, and the reforms aimed at by the agrarian laws of Sp. Cassius and Tib. Gracchus.
8. What were the Licinian Rogations? How far did they succeed in accomplishing their intended object?
9. Describe the occasions and results of the two first Secessions.
10. How did Hannibal open his campaign against Rome? Trace his march from Spain to Italy. With what force did he enter Italy, and where did he first encounter the Romans?
11. What cities or tribes deserted the cause of Rome after the battle of Cannæ? How do you account for the indecisive effects of so great a victory, and for the gradual decline of Hannibal's supremacy in Italy?
12. Give a short account of the military exploits of Marius, and of the contest between him and Sulla.
13. What were the limits of the Roman Empire at the death of Augustus? What policy did he recommend to his successors, and how far was his advice acted upon?

MODERN HISTORY.

FIRST CLASS.

- (Full marks will be given if any six questions are thoroughly answered).
1. Give a history of William the Norman before the Conquest, showing the relations that existed between England and Normandy, and the position of Normandy with respect to other European powers.
 2. How were English armies composed and maintained during the Middle Ages?
 3. What popular revolts occurred in England during the reigns of the first four Tudor sovereigns? State the causes of each. What was the "peasants' war" that occurred in Germany during the same period?

4. What was the extent of the Spanish Empire on the accession of Phillip III.? How had the territories which composed it been severally acquired? To what causes may be attributed the subsequent decay of the Empire?
5. Give a short account of the Pontificate of Gregory VII. (Hildebrand.)
6. Examine the origin of the Thirty Years' War, and sketch its progress to the battle of Lutzen. Mention the principal engagements, and the names of the most distinguished commanders. By what treaty was the war concluded, and on what terms as regards (1) religion, (2) the adjustment of boundaries?
7. Describe the constitution, resources, and policy of the Republic of Venice in the 16th Century.
8. Refer to instances illustrating the connection that formerly subsisted between Scotland and France. What action of the Scotch Parliament rendered the union of England and Scotland a political necessity? State the terms on which the union was ultimately effected.
9. Explain the policy adopted by Cardinal Richelieu towards (1) the French Protestants, (2) Protestantism abroad, (3) the Nobles.
10. Give some account of the causes, incidents, and results of the wars in which France and England were engaged during the reign of Louis XIV.
11. Write a short life of Clarendon, Sir Robert Walpole, or Pitt (the elder). One only.
12. Give the dates and provisions of the following treaties:—Troyes, Nylstadt, Nimeguen, Byswick, Utrecht, Villafranca.

TRIGONOMETRY.

FIRST CLASS.

1. Define (with reference to a diagram) the trigonometrical ratios of an angle A.
2. Write out in a table the numerical values of the trigonometrical ratios of angles of 0° , 30° , 45° , 60° , and 90° , and of their supplements.
3. Prove that—
 - (1) $\sin^2 A - \cos^2 A = \sin^2 A - \cos^2 A$
 - (2) $(1 + \sin A + \cos A)^2 = 2(1 + \sin A)(1 + \cos A)$
4. Find the values of the other trigonometrical ratios of the angle of which the sine is $\frac{1}{2}$.
5. Find A from the equation $\tan^2 A - 4 \tan A + 1 = 0$.
6. At a distance of 100 feet from the foot of a tower, the tower subtends an angle of 30° , what is the height of the tower?
7. Solve the triangles in which—
 - (1) $a = 75$, $b = 75$, $C = 90^\circ$
 - (2) $a = 3$, $b = 4$, $C = 90^\circ$
 $\log 2 = 3010300$, $L \sin 53^\circ 7' = 9.9030136$,
 $L \sin 53^\circ 8' = 9.9031084$.
 - (3) $a = 96$, $b = 48$, $C = 60^\circ$

8. A ship, which was known to be sailing due east at 12 miles an hour, was observed at noon to be 15° E. of S.; at 1h. 30m. p.m. the ship was seen S.E. What was the distance of the ship at noon?

ENGLISH LANGUAGE.

FIRST CLASS.

(It will be sufficient if six questions are answered).

1. Into what branches is the Indo-European family of languages divided, and with which of them is English connected?
2. "The discarding of inflections, and the introduction of the new modes of expression which it makes necessary, are steps which take place in the history of all living tongues." Illustrate this remark by reference to the changes which the Anglo-Saxon language underwent during its transition into Middle English, or by a comparison of the grammar of Chaucer with that of English of the present day.
3. In what respects is the English alphabet defective or redundant? What is meant by phonetic spelling? State very briefly the grounds on which its introduction has been advocated and opposed.
4. At what periods did the English language receive considerable additions from the French? or from Latin? Write down a few Latin or French words which, with little or no change of form, have been adopted in English, and words which have been derived from Latin through the French.
5. Mention any foreign words (other than French, Latin, or Greek) which have become naturalised in English; e.g., algebra, seraglio.
6. Account for the presence in the following words of the letters italicised:—*Debt*, honour, reign, viscount, island, could, utmost, mighty, uncouth, renowned.
7. Mention some words which in the course of time have entirely changed their meaning. Illustrate where you can by quotations.
8. "For Christ *his* sake." Assuming "*his*" to be intended as the complete form of 's discuss the propriety of the phrase.
9. What is "*to*" in, I am going to London; *to* err is human; go *to*, let us build us a city; and all *to* brake his scull,
10. Give examples of the word "*but*" used as a preposition, as a conjunction, and as a relative pronoun.
11. Give the derivations of, country-dance, surname, sherry, disaster, dunce, bubble, avoirdupois, telegraph.
12. Explain the parts in italics of the following words, and give as many words as you can recollect that are connected with the same root:—*Wizard*, ploughshare, *Cheapside* Whitsuntide, woodbine.

(11) Cry havoc, and let slip the dogs of war:

(12) Brevity is the soul of wit.

(13) 'Tis a consummation
Devoutly to be wished.

(14) Oh that men should put an enemy in their mouths to steal away their brains.

7. Of the following miscellaneous quotations, give in each case the name of the writer and the piece from which the passage is taken:—

(1) That man is little to be envied whose patriotism would not gain force on the plain of Marathon, or whose piety would not grow warmer among the ruins of Iona.

(2) Reading makes a full man, conference a ready man, writing an exact man.

(3) I saw her just above the horizon, decorating and cheering the elevated sphere she just began to move in; glittering like the morning star, full of life, and splendour, and joy.

(4) And history, while for the warning of vehement, high, and daring natures, she notes his many errors, will yet deliberately pronounce that, among the eminent men whose bones lie near his, scarcely one has left a more stainless, and none a more splendid name.

(5) Fame is the spur that the clear spirit doth raise,
(That last infirmity of noble mind)
To scorn delights and live laborious days.

(6) Our birth is but a sleep and a forgetting:
The soul that rises with us, our life's star,
Hath had elsewhere its setting
And cometh from afar.

(7) The old order changeth, yielding place to new;
And God fulfils himself in many ways,
Lest one good custom should corrupt the world.

(8) And thrice he routed all his foes, and thrice he slew the slain.

(9) View him with scornful yet with jealous eyes,
And hate for arts that caused himself to rise.

(10) Who, born for the universe, narrow'd his mind,
And to party gave up what was meant for mankind.

(11) Where ignorance is bliss
'Tis folly to be wise.

(12) To point a moral or adorn a tale.

(13) Unwept, unhonoured, and unsung.

(14) Or all day long
Sat often in a seaward-gazing gorge;
A shipwrecked sailor, waiting for a sail.

8. Mention five of those whom you consider the principal historical writers, giving a list of the works of each. State the reasons for your preference.

9. Of the following works, add to each, with the name of the author, a few words describing its character:—Arcadia; Eikon Basilike; the Sentimental Journey; the Vicar of Wakefield; the Wealth of Nations; Annus Mirabilis; the Splendid Shilling; the Campaign; the Castle of Indolence; the Schoolmistress; the Rosciad; the Excursion; the Pleasures of Hope; Christabel.
10. Sketch the origin and growth of periodical literature in Great Britain.
11. Write a short account of the life and works of Dr. Johnson, Milton, Addison, or Burke. One only.
12. What was the so-called Lake school of poetry, and what its chief characteristics?
13. Mention any writers of fiction who immediately preceded Walter Scott. Write a complete list of Scott's Poetical Works. In which of the Waverley Novels are the following characters met with:—Dirk Hatteraick; Wildrake; Dugald Dalgetty; Tressilian; Rudolph Donnerhugel; Dumbiedikes; Le Balafre; Andrew Fairservice; Craigengelt; Maurice de Bracy; Claud Halero.

LATIN WRITING.

FIRST CLASS.

Translate into Latin:—

Whenever you could steal a moment from public affairs, you sought the conversation of wise men; and I have remarked that your memory often served you instead of books. It is therefore unnecessary to invite you to do what you have always done; but as we cannot retain all we hear or read, it may be useful to furnish your mind with some maxims that may best serve to arm you against the assaults of misfortune. The vulgar, and even philosophers, have decided that adverse fortune was most difficult to sustain. For my own part, I am of a different opinion, and believe it more easy to support adversity than prosperity; and that fortune is more treacherous and dangerous when she caresses than when she dismays. Experience has taught me this, not books or arguments. I have seen many persons sustain poverty, exile, tortures, death, and even disorders that were worse than death, with courage; but I have seen none whose heads have not been turned by power, riches, and honours.

CICERO.

DE SENECTUTE AND DE AMICITIA.

FIRST CLASS.

1. Translate into English:—

De Senectute. Cap. X., sect. 33—"at minus habes" to "percipi debeat."
De Amicitia. Cap. VII., sect. 24—"Agrigentinum" to "altero judicarent."

2. Who were the Cato and Lælius who are represented as taking the chief part in these discourses?

3. Translate, with notes:—

Invitus feci ut L. Flaminium e Senatu ejicerem septem annis post quam Consul fuisset; sed notandam nimiam putavi libidinem.

Sodalitates autem me quæstore constitutæ sunt, sacris Idæis Magnæ Matris acceptis.

Videtis in tabella jam ante quanta facta sit labes, primo Gabinia lege, biennio autem post Cassia. Videre jam videor populum a senatu disjunctum, multitudinis arbitrio res maximas agi.

Neque tamquam Peliam recoxerit.

4. Explain:—

Qui in prima cavea spectat.

Usque ad plaudite.

Ad carceres a calce revocari.

SALLUST.

FIRST CLASS.

1. Translate into English:—

Catilina, cap. XXXV.

Jugurtha, cap. VIII.

2. "Sed quamobrem in sententiam non addidisti uti prius verberibus in eos animadverteretur? an quia lex Porcia vetat? at aliæ leges item condemnatis civibus non animam eripi, sed exilium permitti jubent." Translate. What were the provisions and the date of the Porcian law? What are the "other laws" referred to?

3. "Præterea ab incenso Capitolio illum esse vigesimum annum, quem sæpe ex prodigiis haruspices respondissent bello civili cruentum fore." Translate. When did this burning occur? Whence did the haruspices originally come? In what did their art consist, and how did they differ from the augurs?

4. Explain the terms pecuniarum repetundarum reus; tabulæ novæ; legibus ambitus interrogatus; familiæ gladiatoriae.

VIRGIL—THE ÆNEID.

FIRST CLASS.

1. Translate into English:—

II, 634-53; or, IV, 173-90.

And VI, 295-312; or, IX, 375-93.

2. Translate with short notes:—

Sed periisse semel satis est. Peccare fuisset

Ante satis, penitus modo non genus omne perosos

Fœmineum. Quibus hæc medii fiducia valli,

Fossarumque moræ, lethi discrimina parva,

Dant animos. At non viderunt moenia Trojæ

Neptuni fabricata manu considerare in ignes?

Necnon Threicius longa cum veste sacerdos

Obloquitur numeris septem discrimina vocum.

Tu Maximus ille es,

Unus qui nobis cunctando restituis rem.

Dum domus Æneæ Capitoli immobile saxum

Accolet, imperiumque pater Romanus habebit.

Auroramque sequi Parthosque reposcere signa.

Sceptra Palatini sedemque petit Evandri.

Heus, etiam mensas consumimus, inquit Iulus.

3. Explain the construction of:—

Urbem quam statuo vestra est.

Dolus an virtus quis in hoste requirat.

Thybris ea fluvium quam longa est nocte tumentem Leniit.

Sic itur ad astra.

It clamor cælo.

HORACE—THE ODES.

FIRST CLASS.

1. Translate any three of the following:—

Bk. I. 18, from line 7 to end.

„ II. 3, from line 13 (huc vina) to end.

„ „ 18, from line 17 (tu secanda) to line 32 (herum).

„ III. 13.

„ IV. 9, from line 29 (paullum sepultæ) to line 44 (victor arma).

2. Explain fully the metres of the odes quoted above.

3. Translate, with notes explanatory of allusions or peculiar constructions:—

Vidimus flavum Tiberim, retortis

Litore Etrusco violenter undis,

Ire dejectum monumenta Regis

Templaque Vestæ.

Certus enim promisit Apollo

Ambiguum tellure nova Salamina futuram.

Vix illigatum te triformi

Pegasus expediet Chimæra.

Et Danai genus

Infame, damnatusque longi

Sisyphus Æolides laboris.

Ludere doctior

Seu græco jubeas trocho,

Seu malis vetita legibus alea.

Et qua pauper aquæ Daunus agrestium

Regnavit populorum.

FRENCH.

FIRST AND SECOND CLASSES.

1. When do the French use "de" instead of the partitive article, and what are the exceptions to this rule?

2. What adjectives ending in "x" form their feminines irregularly?

3. What adjectives have a peculiar form for the masculine when they precede a vowel or h mute?
4. Decline the personal pronouns.
5. What are the various significations of "quelque," and when is it written in two words?
6. What are the principal parts of a French verb? State what tenses are formed from each of those parts.
7. Give the first person of each tense of the following verbs:—
Aller, acquérir, dormir, mourir, vêtir.
8. What are the rules for the agreement of the past participle?
9. When are the disjunctive personal pronouns moi, toi, soi, &c., used?
10. When should the negative particle "ne" be used in French?

FRENCH.

FIRST CLASS.

Translate into English:—

Un jour je voyageais en Calabre. C'est un pays de méchantes gens, que je crois n'aiment personne, et en veulent surtout aux Français. De vous dire pourquoi, cela serait long; suffit qu'ils nous haïssent à mort, et qu'on passe fort mal son temps lorsqu'on tombe entre leurs mains. J'avais pour compagnon un jeune homme d'une figure * * * *
Je ne dis pas cela pour vous intéresser, mais parce que c'est la vérité. Dans ces montagnes les chemins sont des précipices; nos chevaux marchaient avec beaucoup de peine; mon comrade allant devant, un sentier qui lui parut praticable et plus court nous égara. Ce fut ma faute; devais-je me fier à une tête de vingt ans? Nous cherchâmes, tant qu'il fit jour, notre chemin à travers ces bois, mais plus nous cherchions, plus nous nous perdions, et il était nuit noire quand nous arrivâmes près d'une maison fort noire. Nous y entrâmes non sans soupçon, mais comment faire? Là, nous trouvons toute une famille de charbonniers à table, ou du premier mot on nous invita. Mon jeune homme ne se fit pas prier nous voila mangeant et buvant—lui du moins, car pour moi j'examinais le lieu et la mine de nos hôtes. Nos hôtes avaient bien mine de charbonniers; mais la maison, vous l'eussiez prise pour un arsenal. Ce n'étaient que fusils, pistolets, sabres, couteaux, coutelas. Tout me déplut, et je vis bien que je déplaisais aussi.

Un jour deux pèlerins sur le sable rencontrent
Une huître, que le flot y venait d'apporter;
Ils l'avalent des yeux, du doigts ils se la montrent;
A l'égard de la dent, il fallut contester.
L'un se baissait déjà pour ramasser la proie,
L'autre le pousse, et dit, il est bon de savoir
Qui de nous en aura la joie.
Celui qui le premier a pu l'apercevoir
En sera le gobeur, l'autre le verra faire.
Si par là l'on juge l'affaire,
Reprit son compagnon, j'ai l'œil bon, Dieu merci.
Je ne l'ai pas mauvais aussi,
Dit l'autre, et je l'ai vue avant vous, sur ma vie.
Eh bien! vous l'avez vue; et moi je l'ai sentie.
Pendant tout ce bel incident,
Perrin Dandin arrive, ils le prennent pour juge.
Perrin fort gravement ouvre l'huître et la gruge,

Nos deux messieurs le regardant,
 Ce repas fait, il dit d'un ton de president,
 Tenez, la cour vous donne a chacun une écaille
 Sans dépens, et qu'en paix chacun chez soi s'en aille.
 Mettez ce qu'il en coûte à plaider aujourd'hui ;
 Comptez ce qu'il en reste à beaucoup de familles ;
 Vous verrez que Perrin tire l'argent à lui,
 Et ne laisse aux plaideurs que le sac et les quilles.

Translate into French:—

Frederic the Great paid so much attention to his regiment of guards that he knew personally every one of the soldiers. Whenever he saw a fresh one, he used to put the following questions to him:—1st. How old are you? 2nd. How long have you been in my service? 3rd. Are you satisfied with your pay and treatment? It happened that a young Frenchman, who did not understand three words of German, enlisted into the Prussian service; and Frederic, on seeing him, put the usual questions. The soldier had learned the answers, but in the same order as the King generally interrogated. Unfortunately on this occasion Frederic began by the second question—"How long have you been in my service?" "Twenty-one years," replied the Frenchman. "What," said the King, "How old are you, then?" "One year," was the reply. "Upon my word," said Frederic, "you or I must be mad." "Both," replied the soldier, according to what he had been taught. "Well," said the astonished monarch, "this is the first time I was ever called a madman by one of my guards; what do you mean by it, Sir?" The poor fellow, seeing the King enraged, told him in French that he did not understand a word of German. "Oh, is it so?" said Frederic, "well, learn it as soon as possible, and I have no doubt but you will make a very good soldier."

GEOLOGY.

FIRST CLASS.

1. Explain the terms dip, strike, fault, anticlinal and synclinal curves, conformability, and overlap.
2. Define foliation, lamination, and cleavage. How do they differ from stratification?
3. Distinguish between Igneous, Aqueous, and Metamorphic rocks. Give examples of each. Explain the subdivision of Aqueous rocks into Mechanical, Chemical, and Organic.
4. What are fossils? Explain and illustrate their use in geology.
5. Arrange the periods in each of the three great epochs in the order of their age, mentioning the principal forms of animal and vegetable life in each epoch.
6. Enumerate the subdivisions in Britain of the oolitic series, and mention any fossils characteristic of them.
7. In what parts of the world are the carboniferous measures most largely developed? Explain as fully as you can the composition and formation of coal.
8. What evidence have we of fluctuations of climate in the northern hemisphere during the tertiary periods?
9. What natural causes are there in operation which tend to modify the surface and external structure of the earth?

ANCIENT HISTORY.

SECOND CLASS.

1. Give a sketch of the constitutions of Athens and Sparta, and of the national characteristics of the two peoples?
2. Give a short account of the invasion of Greece by Xerxes.
3. What great struggle took place between Athens and Sparta after the Persian invasion? The date of its commencement? Who was then the chief statesman in Athens? Mention any leading men on either side, and any of the most important events of the war. When and how was it brought to an end?
4. When and under whom did Macedon rise to the first place in Greece? By whom was the progress of Macedon most energetically resisted? By what great victory was the supremacy of Macedon established?
5. Who was King of Persia at the time of the invasion of Alexander the Great? In what battle was he finally overthrown? Mention any subsequent conquests of Alexander. When and where did he die?
6. What were the Olympic and Isthmian Games? Why so called?
7. Explain the terms ostracism, trireme, phalanx.
8. Give the date of the foundation of Rome, and the names of the kings in the order of succession.
9. Narrate briefly the exploits narrated of Camillus.
10. With what adjoining peoples did the Romans successively come into collision, and at what time did they become masters of the whole of Italy?
11. With whom were the Punic wars carried on? How many were there? Give some account of the second.
12. Who were the members of the First and of the Second Triumvirate?
13. Give some particulars as to the offices of Consul, Dictator, Tribune, Censor.
14. Between whom and with what results were the following battles fought?—Beneventum, Ægates Insulæ, Metaurus, Aquæ Sextiæ, Cynocephalæ, Philippi, Pharsalia, Actium.

MODERN HISTORY.

SECOND CLASS.

1. Give the date and some particulars of the fall of Constantinople.
2. Give some account of the first three Crusades. To what place other than the Holy Land were the later Crusades directed?
3. On what occasions since A.D. 1550 has Europe been in danger from Mahomedan invasion?
4. Write a list of the kings of France from Francis I. to Louis XIV., giving the date of the accession of each; with the contemporary sovereigns of England.
5. What were the wars of the Fronde?

6. When, between whom, and with what important results were fought the naval battles of Lepanto, La Hogue, and Trafalgar?
7. At what period, and under whose rule, did Russia first assume her position as one of the European powers?
8. When was the Council of Trent convoked, and by what Pope? How long did it continue in session? What religious order had been established shortly before, and by whom?
9. Describe the foreign policy of Oliver Cromwell. Compare the war with the Dutch as carried on under the Commonwealth with subsequent wars in the reign of Charles II.
10. State some of the causes that led to the French Revolution, and give a history of it from the meeting of the States General to the execution of Louis XVI.
11. Mention all the instances you recollect in modern history of the assassination of kings or heads of states.
12. With what events are the following places connected:—Arcola, Beziers, Cambray, Dettingen, Hohenlinden, Lisle, Magdeburg, Morgarten, Pavia, Rossbach, Ryswick, Sadowa.
13. About what time were paper, printing, the mariner's compass, gunpowder, bills of exchange, the steam engine, and the penny post, first invented or brought into use?

SALLUST.

SECOND CLASS.

1. Translate into English:—
 Catiline, cap. XXII; and cap. XLVIII to "Corporis erant."
 Jugurtha, cap. XXXIX to "foedus fieri."
2. Who was Jugurtha, and how did he make himself king of Numidia?
3. In what cases are the words underlined, and why?—Manlium Fesulas dimisit; in tali periculo facto non consulto opus est; timidus ac vite diffidens; Cæsar rogatus sententiam; quid se dignum foret quærebat; hoc vobis providendum est; magis ira quam famæ consultit; Antonius pedibus æger prelio adesse nequibat; Numantinis maximo terrori fuit; Micipsa paucis diebus moritur.
4. Parse the words cunctamini, tenebris, ratus, fore, interiere.

CÆSAR—DE BELLO GALLICO.

SECOND CLASS.

1. Translate into English any two of the following:—

Book I, cap. 46

„ II, „ 21

„ IV, „ 7

„ V, „ 34

2. Translate:—

Equitum millia erant VI, totidem numero pedites velocissimi ac fortissimi, quos ex omni copia singuli singulos, suæ salutis causæ, delegerant.

Is collis, paululum ex planitie editus, tantum adversus in latitudinum patebat, quantum loci acies instructa occupare poterat.

Nam plerumque hominibus Gallis præ magnitudine corporum suorum brevitatis nostra contemptui est.

Prima luce sic ex castris proficiscuntur, ut quibus esset persuasum non ab hoste sed ab homine amicissimo Ambiorige consilium datum, longissimo agmine magnisque impedimentis.

3. Legatis respondit, se diem ad deliberandum sumpturum; si quid vellent, ad Id. Apr. reverterentur. Translate. Write the abbreviations in full, and give the date in English. Put the sentence into recta oratio.

4. Parse:—
Coactos, jurejurando, fore, nactus, potiundi, arcessitum, obsides, castris, itinere, crevisset.

LATIN GRAMMAR.

SECOND CLASS.

1. Decline vis and domus. Write the genitive singular and nominative plural of liber, puer, pater, deus, locus, opus, vultus, corpus, virgo, leo, caro, avis, lapis, cinis, os, rus, seges, dies.
2. What is the ordinary mode of forming degrees of comparison? Compare prudens, audax, acer, similis, diu, pius.
3. Distinguish between cardinal, ordinal, and distributive numerals. Give examples of each. Decline unus, duo, tres. Are any other cardinal numbers declinable?
4. Write the nominative and genitive singular and the nominative plural of each of the demonstrative pronouns. Decline qui. What is the vocative masculine of meus? Is there any similar form of vocative among nouns?
5. What are intransitive and deponent verbs? Can a neuter verb be used in the passive? Write the present tense of possum, fero, volo, eo.
6. What cases are used with dignus, similis, fretus, memor, avidus, sub, tenus; and with pudet, posco, potior, esse (meaning to have), glorior, induo, opus est?
7. What cases are used in words denoting place or time? Put into Latin:—Some are at Rome, some at Athens, some at Carthage; we will go to Corinth. He set out in the middle of the night. Troy was besieged for ten years.
8. Give rules for the sequence of tenses, and for the translation of the English infinitive in sentences expressing a purpose or command. Put into Latin:—Next day he sent his cavalry to follow those who had fled. Fabius forbids his men to leave the camp. In great perils the Senate was accustomed to decree that the Consuls should take care (dare operam) that the State received no harm.

FRENCH.

SECOND CLASS.

Translate into English:—

Un colonel montrait à quelques officiers qui dînaient chez lui une tabatière d'or qu'il venait d'acheter. Quelques moments après, voulant prendre une prise, il chercha dans sa poche, et fut fort étonné de ne plus la trouver. "Messieurs," dit-il, "ayez la bonté de voir

si quelq'un de vous ne l'aurait pas mise par distraction dans sa poche." Tous se levèrent aussitôt, et retournèrent leurs poches, sans que la tabatière reparût. Un enseigne, dont l'embarras était visible, resta seul assis, et refusa de retourner ses poches. "J'affirme sur ma parole d'honneur que je n'ai point la tabatière," dit-il, "cela doit suffire." Les officiers se séparèrent en branlant la tête, et chacun le regardait comme voleur.

Le lendemain matin le colonel, l'ayant fait appeler, lui dit, "La tabatière s'est retrouvée; elle était tombée entre la doublure de mon habit. Dites-moi maintenant pour quel motif vous avez refusé hier de retourner vos poches, tandis que tous les autres n'ont pas hésité à le faire." "Monsieur le colonel," répondit l'enseigne, "c'est une chose que je n'avouerai qu'à vous seul. Mes parents étant fort pauvres, je leur donne la moitié de ma solde, et jamais je ne mange rien de chaud à dîner. Lorsque vous me fîtes hier l'honneur de m'inviter, j'avais déjà mon dîner dans ma poche. Jugez de ma confusion si en la tournant j'en avais fait tomber un morceau de lard et du pain bis."

"Vous êtes un excellent fils," dit le colonel, touché de cet aveu: "Afin que vous puissiez plus facilement soutenir vos parents, votre couvert sera mis tous les jours chez moi." La-dessus il le conduisit dans la salle à manger, et, devant tous les officiers, il lui presenta la tabatière comme une marque de son estime.

Table with columns for names (e.g., Mr. J. Smith, Rev. A. P. O'Connell), numerical values, and a 'TOTAL' row at the bottom. The table is oriented vertically on the page.

Note: The temporary schools in East and West Christchurch and Kaiapoi, are included as one school in each District.

BOARD OF EDUCATION.

(QUARTER ENDING DECEMBER 31, 1873.)

TABULAR SUMMARY OF QUARTERLY RETURNS, DISTRICT SCHOOLS.

No.	Name of School.	Number of Teachers Employed.			Highest number of Scholars on the Books			Average Daily Attendance.			Name of Chairman.		
		M.	F.	Total.	M.	F.	Total.	M.	F.	Total.			
1	Akaroa	2	1	3	63	55	118	45	37	82	Mr. A. J. McGregor		
2	Ashburton	1	1	2	33	31	64	21	19	40	Mr. H. T. Winter		
3	Ashley Bank	1	1	2	31	24	55	18	13	31	Mr. P. Fawcett		
4	Broadfield	1	1	2	23	23	46	14	15	29	Mr. W. Craighead		
5	Christchurch (East)	7	11	18	401	367	768	249	197	446	Mr. H. Wynn Williams		
6	Christchurch (West)	10	9	19	439	337	775	268	180	448	Mr. J. Tancred		
7	Colombo Road	4	5	9	240	185	425	173	123	296	Mr. F. C. Hall		
8	Courtenay	1	1	2	18	13	31	12	8	20	Mr. T. H. Anson		
9	Cust	1	1	2	40	53	93	26	35	61	Mr. R. L. Higgins		
10	Duvauchelle's Bay	1	1	2	43	30	73	30	22	52	Mr. J. Hodgson		
11	Robinson's Bay	1	1	2	21	16	37	16	10	26	Mr. J. Hodgson		
12	Eyreton	1	1	2	23	32	55	18	18	36	Captain J. Roy		
13	" (West)	1	1	2	18	14	32	11	7	18	Mr. J. Horrell		
14	Fernside	2	1	3	38	39	77	27	27	54	Mr. T. S. Mannerling		
15	Flaxton	1	2	3	55	45	100	34	31	65	Mr. H. Batchelor		
16	Gebbie's Valley	1	1	2	13	15	28	8	12	20	Mr. J. Gebbie		
17	Geraldine	1	1	2	41	29	70	24	15	39	Rev. G. Barclay		
18	Governor's Bay	1	1	2	15	13	28	10	11	21	Mr. C. K. Vigers		
19	Greendale	1	1	2	20	25	45	13	15	28	Mr. Wm. White		
20	Greenpark	1	1	2	26	28	54	22	24	46	Mr. W. B. Andrews		
21	Halkett	1	1	2	31	27	58	17	15	32	Mr. J. Potts		
22	Halswell	1	1	2	50	32	82	32	17	49	Mr. J. Miln		
23	Harewood Road	1	1	2	34	35	69	23	23	46	Mr. G. A. Durey		
24	Heathcote (Upper)	1	1	2	35	26	61	27	19	46	Sir J. C. Wilson, C.B.		
25	" (Lower)	2	4	6	111	80	191	86	55	141	Mr. R. Davis		
26	" (Valley)	1	1	2	32	30	62	22	19	41	Mr. A. L. Smith		
27	Hillsborough	1	1	2	34	37	71	26	24	50	Mr. J. M. Wheeler		
28	Hororata	1	1	2	15	32	47	12	28	40	Mr. J. E. Fountaine		
29	Kaiapoi	2	5	7	189	145	334	121	87	208	Dr. C. Dudley		
30	" (Island)	1	1	2	23	10	33	19	7	26	Mr. D. Coutts		
31	Killinchy	1	1	2	46	29	75	28	17	45	Mr. W. Nixon		
32	Kowai North	1	1	2	18	26	44	12	18	30	Mr. T. Coleman		
33	Kowai Pass	1	1	2	19	20	39	14	16	30	Mr. A. C. Baines		
34	Leeston	1	1	2	46	48	94	39	41	80	Rev. J. W. Cree		
35	Leithfield	1	2	3	46	32	78	22	18	47	Mr. J. Smellie		
36	Lincoln	1	2	3	39	44	86	26	28	54	Rev. A. P. O'Callaghan		
37	Little Akaloa	1	1	2	18	16	34	12	14	26	Mr. J. Brown		
38	Litte River	1	1	2	18	11	29	15	9	24	Mr. W. Coop		
39	Loburn	1	1	2	43	28	71	22	19	41	Mr. J. A. Cunningham		
40	Lyttelton	4	5	9	263	266	529	168	175	343	Mr. H. R. Webb		
41	Malvern	1	1	2	11	5	16	8	4	12	Mr. D. McMillan		
42	Mandeville Plains	1	1	2	23	22	45	15	15	30	Mr. R. Dailey		
43	Milford	1	1	2	45	22	67	30	17	47	Mr. R. Wood		
44	Mount Grey Downs	1	1	2	33	26	59	19	15	35	Mr. G. Bruère		
45	New Brighton	1	1	2	35	25	60	15	10	25	Mr. P. Kerr		
46	North Road	1	1	2	28	21	49	13	13	26	Mr. P. Tisch		
47	Okain's Bay	1	1	2	31	22	53	24	17	41	Mr. W. Moore		
48	Oxford (East)	1	1	2	44	41	85	24	14	38	Mr. H. Sedcole		
49	" (West)	1	1	2	23	18	41	12	8	20	Mr. C. L. Davies		
50	Papanui	1	2	3	102	66	168	71	45	116	Captain E. S. Bell		
51	Pigeon Bay	1	1	2	26	14	40	19	9	28	Mr. J. Hemmingway		
52	Pleasant Point	1	1	2	24	29	53	19	19	38	Mr. W. Halstead		
53	Prebbleton	1	1	2	34	32	66	21	18	39	Mr. J. Maskray		
54	Rakaia (Little)	1	1	2	11	18	29	8	12	20	Mr. E. Jollie		
55	Rangiora	2	2	4	112	48	160	88	31	119	Mr. A. H. Cunningham		
56	Riccarton	1	2	3	68	61	129	51	42	93	Rev. C. Bowen		
57	Saltwater Creek	1	1	2	41	33	74	26	19	45	Mr. F. H. Melville Walker		
58	Selwyn	1	1	2	35	33	68	19	18	37	M. J. A. Pannett		
59	" (South)	2	1	3	51	50	101	32	83	65	Mr. J. Cunningham		
60	Southbridge	1	1	2	39	37	76	28	23	51	Mr. C. J. Bridge		
61	Springston	1	1	2	42	38	80	32	25	57	Mr. T. W. Shand		
62	St. Albans	3	4	7	167	142	309	106	79	185	Mr. J. T. Peacock		
63	Stoke	1	1	2	34	22	56	24	16	40	Mr. G. Bowron		
64	Tai Tapu	1	1	2	26	29	47	13	12	25	Mr. R. Forbes		
65	Templeton	1	2	3	74	73	147	43	46	89	Mr. S. Bailey		
66	Temuka	1	2	3	72	66	138	50	46	96	Mr. A. Wilson		
67	Timaru	5	4	9	213	177	390	143	111	254	Mr. R. A. Chisholm		
68	Waihi Bush	1	1	2	28	19	47	14	9	23	Rev. L. L. Brown		
69	Waihi Crossing	1	1	2	37	47	84	28	30	58	Mr. J. Kelland		
70	Waikuku	1	1	2	22	18	40	17	13	30	Mr. T. Wilson		
71	Waimate	1	3	4	61	81	142	41	51	92	Mr. F. Hughes		
72	Wainui	1	1	2	8	12	20	5	8	13	Mr. C. McDonald		
73	Weeden	1	1	2	30	45	75	22	32	54	Mr. T. Prior		
74	West Melton	1	1	2	35	20	55	25	15	40	Mr. J. Hill		
75	Woodend	2	1	3	60	41	101	35	25	60	Mr. J. Little		
TOTAL				109	109	218	4436	3793	8229	2919	2359	5278	

NOTE.—The temporary Schools in East and West Christchurch and Kaiapoi, are included as one School in each District.

CHRISTCHURCH :

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