

Question 5.—Sketches drawn to illustrate unconformity in bedding were, in nearly every case, a reproduction from the text-book (Smith). His figure represents nothing more than a superficial mantle of alluvium resting on a contorted series which forms the bedrock. Although this is technically an illustration of unconformity it is not a good example of the phenomenon as a rock feature. A much better illustration can be found in the same book, fig. 216, p. 175. Similar remarks apply to the diagram illustrating 'overlap' (fig. 52), which requires of the teacher further illustrations when dealing with the subject in class. A slavish following of diagrams in text-books is to be deprecated. It should be remembered that diagrammatic sketches often represent only one, and often not the most typical, aspect of a feature, and it is well for the teachers to supply additional sketches that exhibit variations of the same thing.

Question 6.—Almost without exception corals were described as insects; this is inexcusable.

Question 7.—A peneplain was in many cases described as 'a plain laid down by a river', or 'a country reduced to base-level'. Peneplanation is the process of levelling highlands by atmospheric weathering as distinguished from planation produced by river or sea agencies.

### Higher Examination.

#### *Higher English.*

Once again it must be pointed out that too little time and care were given in very many cases to the essay (Question 6); in two or three instances really promising work was left unfinished.

Number 4 gave most disappointing results; nothing (with but very few exceptions) beyond page after page of the *substance* of Hazlitt's essay. This in no way amounts to an *appreciation*.

#### *Higher Modern History.*

Most of the papers show a very fair knowledge of the text-books, but many candidates seemed unable to arrange their answers so as to make the best use of the knowledge they evidently possessed. This suggests the need of more practice in written work during the year.

Question 2.—Many persisted in describing and drawing a reverberatory furnace, others compromised and placed a fire underneath an imaginary species of blast furnace, and were thus enabled, theoretically, to alter the temperature of the furnace, and so facilitate certain reactions. This state possesses one of the largest lead smelting works in the world, and a little more knowledge of the lead blast furnace was expected.

Question 4.—Very few grasped the fact that the essential property of methane is its inertness—its stability.

Question 5.—The descriptions of the classical experiments of Dumas were generally too meagre, and quite insufficient emphasis was laid on the precautions necessary for accuracy. Very few realized that the figure 68,400 calories includes the latent heat of steam, and many missed the fact that it applies to definite weights of reactants.

Question 6.—Possibly quite ten per cent. of the answers stated that hydrogen is given off when one or other of the metals mentioned is attacked by 'strong' nitric.

Question 7a. The majority had a fair knowledge of the law, its application, and uses, but few candidates answered really accurately. The law applies to *solid elements*.

Question 8.—This is a question which always carries many marks (in the present case 25 per cent.), and the examiner again emphasizes that he expects not only chemical explanations but physical descriptions of the reactions. The weakest answers were probably those to 8b.

As with the paper so with the practical, the results were hardly equal to those of last year.

### *Higher English Essay.*

No improvement was to be seen in this subject, in fact the essays generally were on a lower level than last year. In very few cases was work shown up that was even free from grammatical errors and bad spelling. Although ample time was given, few candidates made use of it to revise or correct their essays. It might be pointed out again that the only way to cultivate a good style is to read the best works of the best authors—and to study them. The examiner has the impression that the subject was not taken seriously by the majority, perhaps because they thought that it was not a paying one. As a matter of fact, a meritorious essay received generous marks, and an inferior one practically nothing.