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CIVIL SERVICE.—CLASS I. EXAMINATION.

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Copy of Report dated 20th June, 1917, of the Committee appointed by the Lords Commissioners of His Majesty's Treasury to consider and report upon the scheme of examination for Class I. of the Civil Service.

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E7
CLASS I. EXAMINATION.

Report of the Committee appointed by the Lords Commissioners of H.M. Treasury to consider and report upon the scheme of examination for Class I of the Civil Service.

TREASURY MINUTE, Dated the 16th November, 1916.

My Lords are pleased to appoint a Committee consisting of:—

Mr. STANLEY LEATHES, C.B., First Civil Service Commissioner (*Chairman*)
Sir ALFRED EWING, K.C.B., F.R.S., Vice-Chancellor of the University
Edinburgh;

Sir HENRY ALEXANDER MIERS, D.Sc., F.R.S., Vice-Chancellor of the
University of Manchester;

Mr. H. A. L. FISHER, M.A., F.B.A., Vice-Chancellor of the University
Sheffield;

Professor W. G. S. ADAMS, M.A., Gladstone Professor of Political Theo
and Institutions in the University of Oxford;

to consider and report upon the existing scheme of examination for Class I. of the
Home Civil Service:

To submit for the consideration of the Lords Commissioners of His Majesty's
Treasury a revised scheme such as they may judge to be best adapted for the
selection of the type of officer required for that class of the Civil Service, and
at the same time most advantageous to the higher education of this country:

And in framing such a scheme, to take into account, so far as possible, the
various other purposes which the scheme in question has hitherto served, and
consult the India Office, the Foreign Office, and the Colonial Office as to their require-
ments, in so far as they differ from those of the Home Civil Service.

My Lords are further pleased to appoint Mr. D. B. Mair, M.A., Director
Examinations to the Civil Service Commissioners, to be Secretary to the Committee.

TREASURY MINUTE, Dated the 4th January, 1917.

My Lords read again Their Minute of the 16th November, 1916, appointing
the Committee to consider and report upon the existing scheme of examination
for Class I. of the Home Civil Service.

They are informed that Mr. H. A. L. Fisher has found it necessary to resign
his membership of the Committee on his appointment as President of the Board
of Education, and they are pleased to appoint in his stead Dr. W. H. Hadow, Principal
of Armstrong College, Newcastle, and Vice-Chancellor of Durham University.

APPENDIX A.

(SPECIMEN PAPER FOR SUBJECT 2 OF SECTION A.)

ENGLISH PAPER.

Time : 3 hours.

This is intended to be a test of the understanding of English and the workmanlike use of words.

Candidates should do Question 1 and are recommended to do two others. Each candidate's work on the paper will be valued as a whole, but it is inadvisable to present answers to less than two or more than four questions. It is probable that a first rate paper of answers can be composed in not more than a thousand words. Concision and precision should be studied, with order and due proportion in the construction, and accuracy in the phrasing and wording. The answers and the parts of the answers must be written in consecutive English, and should be carefully directed to the precise points raised by the questions.

Technical terms should be avoided, or if used should be explained. Work that is not intended to stand should be struck out.

Question 1.

Read the following passage carefully. Then summarise in about 200 words, first the main facts as stated, then the reasons given for the mental condition of the Greeks of Constantinople in the Middle Ages.

"In our modern education, the painful though necessary attainment of two languages which are no longer living may consume the time and damp the ardour of the youthful student. The poets and orators were long imprisoned in the barbarous dialects of our Western ancestors, devoid of harmony or grace; and their genius, without precept or example, was abandoned to the rude and native powers of their judgment and fancy. But the Greeks of Constantinople, after purging away the impurities of their vulgar speech, acquired the free use of their ancient language, the most happy composition of human art, and a familiar knowledge of the sublime masters who had pleased or instructed the first of nations. But these advantages only tend to aggravate the reproach and shame of a degenerate people. They held in their lifeless hands the riches of their fathers, without inheriting the spirit which had created and improved that sacred patrimony; they read, they praised, they compiled, but their languid souls seemed alike incapable of thought and action. In the revolution of ten centuries, not a single discovery was made to exalt the dignity or promote the happiness of mankind. Not a single idea has been added to the speculative systems of antiquity, and a succession of patient disciples became in their turn the dogmatic teachers of the next servile generation. Not a single composition of history, philosophy, or literature, has been saved from oblivion by the intrinsic beauties of style or sentiment, of original fancy, or even of successful imitation. In prose, the least offensive of the Byzantine writers are absolved from censure by their naked and unassuming simplicity; but the orators, most eloquent in their own conceit, are the farthest from the models whom they affect to emulate. In every page our taste and reason are wounded by the choice of gigantic and obsolete words, a stiff and intricate phraseology, the discord of images, the childish play of false or unseasonable ornament, and the painful attempt to elevate themselves, to astonish the reader, and to involve a trivial meaning in the smoke of obscurity and exaggeration. Their prose is soaring to the vicious affectation of poetry; their poetry is sinking below the flatness and insipidity of prose. The tragic, epic, and lyric muses were silent and inglorious; the bards of Constantinople seldom rose above a riddle or epigram, a panegyric or tale; they forgot even the rules of prosody; and with the melody of Homer yet sounding in their ears, they confound all measure of feet and syllables in the impotent strains which have received the name of *political* or city verses. The minds of the Greeks were bound in the fetters of a base and imperious superstition, which extends her dominion round the circle of profane science. Their understandings were bewildered in metaphysical controversy; in the belief of visions and miracles they had lost all principles of moral evidence, and their taste was vitiated by the homilies of the monks, an absurd medley of declamation and Scripture. Even these contemptible studies were no longer dignified by the abuse of superior talents; the leaders of the Greek church were humbly content to admire and copy the oracles of antiquity, nor did the schools or pulpit produce any rivals of the fame of Athanasius and Chrysostom.

In all the pursuits of active and speculative life, the emulation of states and individuals is the most powerful spring of the efforts and improvements of mankind. The cities of ancient Greece were cast in the happy mixture of union and independence, which is repeated on a larger scale, but in a looser form, by the nations of modern Europe: the union of language, religion, and manners, which renders them the spectators and judges of each other's merit: the independence of government and interest, which asserts their separate freedom, and excites them to strive for pre-eminence in the career of glory. The situation of the Romans was less favourable; yet in the early stages of the republic, which fixed the national character, a similar emulation was kindled among the states of Latium and Italy; and in the arts and sciences they aspire to equal or surpass their Grecian masters. The empire of the Caesars did undoubtedly check the activity and progress of the human mind: its magnitude might indeed allow some scope for domestic competition; but when it was gradually reduced, at first to the East, and at last to Greece and Constantinople, the Byzantine subjects were degraded to an abject and languid temper, the natural effect of their solitary and insulated state. From the North they were oppressed by nameless tribes of barbarians, to whom they scarcely imparted the appellation of men. The language and religion of the more polished Arabs were an insurmountable bar to all social intercourse. The conquerors of Europe were their brethren in the

Christian faith; but the speech of the Franks or Latins was unknown, their manners were rude and they were rarely connected, in peace or war, with the successors of Heraclius. Alone in the universe, the self-satisfied pride of the Greeks was not disturbed by the comparison of foreign merit; and it is no wonder if they fainted in the race, since they had neither competitors to urge their speed, nor judges to crown their victory."

Question 2.

Read carefully the following passage. First give in your own words an explanation, not exceeding the length of the original, of the three passages in italics, numbered (1) (2) (3) in the margin. Then set out very concisely the contribution of each speaker to the debate.

AGAMEMNON

Princes,

What grief hath set the jaundice on your cheeks?
 The ample proposition that hope makes
 In all designs begun on earth below
 Fails in the promised largeness: checks and disasters
 Grow in the veins of actions highest rear'd,
 As knots, by the conflux of meeting sap,
 Infect the sound pine and divert his grain
 Tortive and errant from his course of growth.
 Nor, princes, is it matter new to us
 That we come short of our suppose so far
 That after seven years' siege yet Troy walls stand;
 (1) *Sith every action that hath gone before,*
Whereof we have record, trial did draw
Bias and thwart, not answering the aim,
And that unbodied figure of the thought
That gav'e't surmised shape. Why then, you princes,
 Do you with cheeks abash'd behold our works,
 And call them shames? which are indeed nought else
 But the protractive trials of great Jove
 To find persistive constancy in men:
 The fineness of which metal is not found
 In fortune's love; for then the bold and coward,
 The wise and fool, the artist and unread,
 The hard and soft, seem all affined and kin:
 But, in the wind and tempest of her frown,
 Distinction, with a broad and powerful fan,
 Puffing at all, winnows the light away;
 And what hath mass or matter, by itself
 Lies rich in virtue and unmingled.

NESTOR

With due observance of thy godlike seat,
 Great Agamemnon, Nestor shall apply
 Thy latest words. In the reproof of chance
 Lies the true proof of men: the sea being smooth,
 How many shallow bauble boats dare sail
 Upon her patient breast, making their way
 With those of nobler bulk!
 But let the ruffian Boreas once enrage
 The gentle Thetis, and anon behold
 The strong ribb'd bark through liquid mountains cut,
 Bounding between the two moist elements,
 Like Perseus' horse: where's then the saucy boat
 Whose weak untimber'd sides but even now
 Co-rivall'd greatness? Either to harbour fled,
 Or made a toast for Neptune. Even so
 Doth Valour's show and valour's worth divide
 In storms of fortune; for in her ray and brightness
 The herd hath more annoyance by the breeze (*the gad-fly*)
 Than by the tiger; but where the splitting wind
 Makes flexible the knees of knotted oaks,
 And flies flee under shade, why, then the thing of courage
 As roused with rage with rage doth sympathize,
 And with an accent tuned in selfsame key
 Retorts to chiding fortune.

ULYSSES

Agamemnon,

Thou great commander, nerve and bone of Greece,
 Heart of our numbers, soul and only spirit,
 In whom the tempers and the minds of all
 Should be shut up, hear what Ulysses speaks.

AGAMEMNON

Speak, Prince of Ithaca; and *be't of less expect* (2)
That matter needless, of importless burden,
Divide thy lips, than we are confident,
When rank Thersites opes his mastic jaws,
We shall hear music, wit and oracle.

ULYSSES

Troy, yet upon his basis, had been down,
And the great Hector's sword had lack'd a master,
But for these instances.
The speciality of rule hath been neglected :

- (3) *When that the General is not like the hive
To whom the foragers shall all repair,
What honey is expected? Degree being vizarded,
The unworthiest shows as fairly in the mask.*
The heavens themselves, the planets and this centre
Observe degree, priority and place,
Insisture, course, proportion, season, form,
Office and custom, in all line of order ;
And therefore is the glorious planet Sol
In noble eminence enthroned and sphered
Amidst the other ; whose medicinable eye
Corrects the ill aspects of planets evil.
* * * Neglection of degree it is
That by a pace goes backward, with a purpose
It hath to climb. The General's disdain'd
By him one step below, he by the next,
That next by him beneath ; so every step,
Exempl'd by the first pace that is sick
Of his superior, grows to an envious fever
Of pale and bloodless emulation ;
And 'tis this fever that keeps Troy on foot,
Not her own sinews. To end a tale of length,
Troy in our weakness stands, not in her strength.

Question 3.

The following lines are taken from Tennyson's *Ulysses*. The poem expresses the restlessness of a world-wanderer living a life of retirement after a career of quest and danger. Ulysses speaks the lines as he is about to leave the island in the company of other veterans of the Great War. The lines, which run continuously in the poem, have been selected to give Ulysses' idea of (a) what is his duty in life, (b) what is the duty of Telemachus.

(i) Give your conception of the characters of Ulysses and Telemachus deduced from the lines quoted, giving proof in support of your opinion. (ii) State whether Ulysses' view of the duty of Telemachus is consonant—applied to men in general—with his view of his own duty. (iii) Accepting Ulysses' views as valid, and supposing that an Empire contains men of both types, state briefly how best their relative services may be utilised for the advancement of mankind.

How dull it is to pause, to make an end,
To rust unburnished, not to shine in use !
As tho' to breathe were life. Life piled on life
Were all too little, and of one to me
Little remains : but every hour is saved
From that eternal silence, something more,
A bringer of new things ; and vile it were
For some three suns to store and hoard myself,
And this grey spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

Question 4.

The following passage is taken from the *Text-book of Psychology* of William James. The writer expresses a theory. You have yourself experienced some of these emotions. Discuss the theory expressed by referring directly to your own experience, showing why you agree or disagree.

"Our natural way of thinking about these emotions (*anger, fear, love, hate, joy, grief, shame, pride*, and their varieties) is that the mental perception of some fact excites the mental affection called the Emotion, and that this latter state of mind gives rise to the bodily expression. My theory, on the contrary, is that *the bodily changes follow directly the perception of the exciting fact, and that our feeling of the same changes as they occur IS the emotion*. Common-sense says, we lose our fortune, are sorry and weep ; we meet a bear, are frightened and run ; we are insulted by a rival, are angry and strike. The hypothesis here to be defended says that this order of sequence is incorrect, that the one mental state is not immediately induced by the other, that the bodily manifestations must first be interposed between, and that the more rational statement is that we feel sorry because

we cry, angry because we strike, afraid because we tremble, and not that we cry, strike or tremble because we are sorry, angry or fearful as the case may be. Without the bodily states following on the perception, the latter would be purely cognitive in form, pale, colourless, destitute of emotional warmth. We might then see the bear and judge it best to run, receive the insult and deem it right to strike, but we should not actually *feel* afraid or angry.

Stated in this crude way, the hypothesis is pretty sure to meet with immediate disbelief. And yet neither many nor far-fetched considerations are required to mitigate its paradoxical character."

Question 5.

The first (a) of these passages is from Edmund Burke. The second (b) from H. G. Wells. Sum up as a good judge the conflicting views of the two writers, not omitting to direct the jury as to the principles on which their decision should be based.

(a) "You see, Sir, that in this enlightened age I am bold enough to confess, that we are generally men of untaught feelings; that instead of casting away all our old prejudices, we cherish them to a very considerable degree, and, to take more shame to ourselves, we cherish them because they are prejudices; and the longer they have lasted, and the more generally they have prevailed the more we cherish them. We are afraid to put men to live and trade each on his own private stock of reason; because we suspect that this stock in each man is small, and that the individuals would do better to avail themselves of the general bank and capital of nations and of ages. Many of our men of speculation, instead of exploding general prejudices, employ their sagacity to discover the latent wisdom which prevails in them. If they find what they seek, and they seldom fail, they think it more wise to continue the prejudice, with the reason involved, than to cast away the coat of prejudice, and to leave nothing but the naked reason; because prejudice, with its reason, has a motive to give action to that reason, and an affection which will give it permanence. Prejudice is of ready application in the emergency; it previously engages the mind in a steady course of wisdom and virtue, and does not leave the man hesitating in the moment of decision, sceptical, puzzled, and unresolved. Prejudice renders a man's virtue his habit; and not a series of unconnected acts. Through just prejudice his duty becomes a part of his nature."

(b) "We marshal and order men into classes entirely with regard to the past, we draw shame and honour out of the past; against the rights of property, the vested interests, the agreements and establishments of the past, the future has no rights. Literature is for the most part history, or history at one remove; and what is culture but a mould of interpretation into which new things are thrust, a collection of standards, a sort of bed of King Og, to which all expressions must be lopped or stretched. Our conveniences, like our thoughts, are all retrospective. We travel on roads so narrow that they suffocate our traffic; we live in uncomfortable, inconvenient, life-wasting houses out of a love of familiar shapes and familiar customs and a dread of strangeness; all our public affairs are cramped by local boundaries impossibly restricted and small. Our clothing, our habits of speech, our spelling, our weights and measures, our coinage, our religious and political theories, all witness to the binding power of the past upon our minds."

Question 6.

The following passage leads up to a discussion of the value of history as the basis of the knowledge of man, the knowledge of whom cannot for us be brought within the certainties of science. Follow on from the point reached at the end of the passage and indicate briefly your own view of the respective values of history and science as sources of enlightenment.

"Perhaps, if we were atoms ourselves, we should find that each atom was endowed with a different individuality. Then we should be unable to forecast with certainty the behaviour of other atoms, each by each or in the lump. It may be that the uniformity of nature, the certainty of physical law, are illusions of human minds, effects of distance. Or it may be that the caprice of human nature, the uncertainty of human action, the pleasing hazard of human affairs, disappear not only in the sight of God but in the sight of beings infinitely less remote. As seen by man, however, man is above all things diverse and incalculable; material nature as seen by man appears to obey fixed laws. The caprice of matter, the immutable laws of human conduct, are things which may exist, but have not been by us observed.

"Human nature craves for certainty. Given a judgement, man elevates it into a precedent. Given a hint, he stiffens it to a rule. Given a principle, he kills it and calls its stuffed image a law. Given a wise man's teaching, he establishes a system. Granted a vision of the Eternal, he formulates an Athanasian orthodoxy.

"But in the realm of human affairs not certainty but probability is king. Of two men of business, equal in courage, accuracy, industry, and knowledge, he who guesses best will succeed. The great leader may dazzle with his rhetoric, his logic, his wide information, but he convinces by confidence in his own speculative forecast. Analyse as we may the daring conjectures that have changed the world, after examining the processes of research, logic, and invention by which the trail was found, we still must acknowledge something beyond these, some flash of soul which lays the East at the feet of Alexander, opens a new world to Columbus, or reveals the cosmic laws to Newton. Man has a gift of guessing; the slave of certainty is an unprofitable servant, who lets his talent tarnish in a napkin."

Question 7.

Write in blank verse or in rhymed and metrical verse a poem on the theme of either extract given below:—

- (i) The lost leaves measure our years; they are gone as the days are gone, and the bare branches silently speak of a new year, slowly advancing to its buds, its foliage, and fruit. Deciduous trees associate with life as this yew never can. Clothed in its yellowish-green needles, its tarnished green, it knows no hope or sorrow; it is indifferent to winter, and does not look forward to summer. With their annual loss of leaves, and renewal, oak and elm and ash and beech seem to stand by us and to share our thoughts.

- (ii) The short January evening is of but a few minutes duration ; just now it was only dusky, and already the interior of the wood is impenetrable to the glance. There rises a loud though distant clamour of rooks and daws, who have restlessly moved in their roost-trees. Darkness is almost on them, yet they cannot quite settle. The cawing and dawing rises to a pitch, and then declines ; the wood is silent, and it is suddenly night.

RICHARD JEFFERIES.

Question 8.

Read carefully the appended poem. (i) State what, in your opinion, is the dominant idea of the poem, the idea which was in the poet's mind as he wrote. (ii) Comment briefly on the logical sequence of the stanzas showing why you agree or disagree with the order, and state whether, and why, any stanza might have been omitted without weakening the expression of the dominant idea. (iii) Comment briefly on the interior construction of the stanzas, showing by a few well-chosen examples how the poet helps the expression of his idea by his choice of vocabulary, by his arrangement and by the sound.

COME HOME.

Come home, come home, and where is home for me,
Whose ship is driving o'er the trackless sea ?
To the frail bark here plunging on its way,
To the wild waters, shall I turn and say
To the plunging bark, or to the salt sea foam,
You are my home ?

Fields once I walk'd in, faces once I knew,
Familiar things so old my heart believed them true
These far, far back, behind me lie, before
The dark clouds mutter, and the deep seas roar,
And speak to them that 'neath and o'er them roam
No words of home.

Beyond the clouds, beyond the waves that roar,
There may indeed, or may not be, a shore,
Where fields as green, and hands and hearts as true,
The old forgotten semblance may renew,
And offer exiles driven far o'er the salt sea foam
Another home.

But toil and pain must wear out many a day,
And days bear weeks, and weeks bear months away,
Ere, if at all, the weary traveller hear,
With accents whispered in his wayworn ear,
A voice he dares to listen to, say, Come
To thy true home.

Come home, come home ! And where a home hath he
Whose ship is driving o'er the driving sea ?
Through clouds that mutter, and o'er waves that roar,
Say, shall we find, or shall we not, a shore
That is, as is not ship or ocean foam,
Indeed our home ?

CLOUGH.

APPENDIX B.

SPECIMEN PAPER FOR SUBJECT 3 OF SECTION A.

SOCIAL, POLITICAL AND ECONOMIC SUBJECTS.

Time : 3 hours.

Accuracy and order in exposition will have weight in valuation. Accuracy in fact will not be less important. Each candidate's answers to the paper will be valued as a whole and candidates who present answers to less than three or more than four questions will be presumed to do so in knowledge of the value of the answers which they are able to give on the questions they choose. The answers should be written in continuous language ; punctuation and paragraphing should receive careful attention.

1. Compare the Parliament of this country in respect of constitution and working with that of (a) France, or (b) Germany, or (c) Italy.
2. What are the chief powers and functions of (a) County Councils (b) Local Education Authorities (c) Local Magistracies ?
3. State and discuss the main arguments for and against Free Education.

- Either (a) What are the chief minerals (other than the precious metals) which are imported into England? Whence do they come and for what purposes are they used? Or (b) Discuss the effects of foreign competition on British agriculture.
5. Examine the influence of Colonial expansion on European political relations since 1880.
 6. "No question of public policy can be purely economic." Discuss.
 7. Discuss the "justice" of the present system of taxation in the United Kingdom.
 8. Compare the party system in England with that in the United States of America.
 9. Estimate the value to Oceanic transport of the Panama Canal.
 10. Discuss the principle of Proportional Representation.
 11. Describe the stages through which, in the English Parliament, a bill becomes law.
 12. What surprises has the present war occasioned in matters of public finance?

APPENDIX C.

SPECIMEN QUESTIONS FOR PAPER NO. 4 IN SECTION A.

GENERAL SCIENCE.

Time : 3 hours.

Accuracy and order in exposition will have weight in the valuation. Accuracy in fact will not be less important. Each candidate's answers to the paper will be valued as a whole, and any candidate who presents answers to less than three or more than four of the questions will be presumed to do so in knowledge of the value of the answers which he is able to give to the questions he chooses. Answers must be written in continuous language; punctuation and paragraphing should receive careful attention.

N.B.—This list is only intended to show the kind of questions that may be set. The actual paper need not consist of more than 12 questions.

- (1.) In what sense is there Conservation of Energy? Discuss this by tracing transformations of the energy supplied (in fuel) to an electric power station. Apart from fuel, what other natural sources of energy are available for the use of man?
- (2.) *Omne vivum ex vivo.* On what general evidence is this dictum accepted, and what are some of its practical applications?
- (3.) What is meant by a scientific hypothesis? Give an example of a working hypothesis which has been generally abandoned, and explain why.
- (4.) Give some account of the chief discovery associated with the name of one of the following :—
(a) Darwin, (b) Pasteur, (c) Mme. Curie, (d) Dalton.
- (5.) What do you understand by the kinetic theory of gases? Explain by reference to this theory how the pressure of a gas contained in a closed vessel is affected (1) by pumping more gas into the vessel, (2) by raising the temperature.
- (6.) What are the general relations between electricity and magnetism?
- (7.) What do you understand by the wave theory of light? How do you explain reflection and refraction?
- (8.) Discuss fully why an ordinary coal fire is wasteful.
- (9.) What is the importance of (a) the nitrogen, (b) the carbon dioxide, (c) the oxygen, in the atmosphere?
- (10.) What are the chief circumstances that determine the climate of either (a) England or (b) India?
- (11.) What are cyclones and anticyclones? Illustrate your answer by reference to a map showing distribution of atmospheric pressure, and show how a knowledge of this distribution contributes towards weather forecasting.
- (12.) Describe generally the phenomena of the tides, and indicate their chief causes.
- (13.) What evidence is there that the distribution of animals or plants upon the earth in past times differed from that which prevails now?
- (14.) What do you know of the structure and function of the heart in man?
- (15.) What is the importance to plants of the visits of bees and other insects to their flowers?
- (16.) How is Time measured, and by reference to what standard?
- (17.) How are curves used to exhibit the variation of one quantity with respect to another? Explain by reference to such a curve the meaning of differentiation and integration.
- (18.) What principles are involved in the construction and use of any one of the following :—(a) The safety lamp, (b) the photographic camera, (c) the induction coil?

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