

last. I subjoin a table showing the work done, the number of pupils learning each subject, and a few notes on the quality of the answering:—

Subject.	Class.	No. of Pupils.	Work done.
Latin	I.	3	Principia Latina, Part I. to page 23.
	II.	7	" " " 72.
	III.	4	" " " 90.
French	I.	14	Ahn's First French Course to Exercise 40.
	II.	4	" " " 70.
	III.	11	" " " 122.
	IV.	3	Histoire d'un Conscrit, two first chapters, and Grammaire des Grammaires, to page 117.
Algebra	V.	1	Histoire d'un Conscrit, ten first chapters, and Grammaire des Grammaires, to page 136.
	I.	6	To multiplication inclusive; Todhunter's Algebra for Beginners.
	II.	2	To fractions inclusive; Todhunter's Algebra for Beginners.
	III.	1	To simultaneous equations; Todhunter's Algebra for Beginners.
Geometry	I.	4	Euclid, Book I.
	II.	4	" Books I., II., and III., with deductions.

LATIN.—Of the first and second classes two pupils answered satisfactorily, and one fairly; the rest fell considerably below fair. The Latin-English translation was, as usual, much better done than the English-Latin. Of the third class one pupil passed a satisfactory examination, but the three others fell below fair.

FRENCH.—The answering of the first class was, on the whole, very good. Second and third classes: Reading and *vivâ voce* translation of French into English, good; written work, rather inferior. Fourth and fifth classes: Reading and translation of author, good; grammar, weak. In both Latin and French a much better knowledge of vocables was shown than in any previous year.

ALGEBRA.—First class: One boy answered fairly, the rest very badly. Second class: One boy got 75 per cent. of the possible marks, and the other 55. Third class: The pupil got 74 per cent. of the possible marks. The second and third classes appeared to have an intelligent grasp of the subject.

GEOMETRY.—First class: Two boys showed a fair knowledge of the work done; the other two hardly any. Second class: One boy passed well, two satisfactorily, and one fairly.

Now that we have a boys' and a girls' high school in Invercargill, the necessity for a district high school can hardly be said to exist. This school might now, I think, be converted into a public school, and permission given to the teachers to teach the higher branches out of school hours.

It has been often said that the examinations are no test of the efficiency of the schools—that, in fact, passing them is a mere knack. Let those who think so peruse the questions hereunto attached, and I venture to say that they will leave the perusal of them with a very different opinion.

I am, &c.,

P. GOYEN,

The Secretary, Education Board, Invercargill.

Inspector of Schools.