

should also point out that the examination was held in the first term of the year, which makes a great difference in the case of Upper Fifth, Lower Fifth, Upper Fourth, Lower Fourth, Alpha, and Beta. In the other forms promotions, unfortunately, have to be made nearly every term; still, the principal changes are made in September.

A "*very few exceptional instances*" of a tendency to forwardness.*—One boy and one only was mentioned to me by Mr. Sale—a boy of very peculiar disposition and manners.

Civil Service Examination.—I agree that it would be better for the real education of the best boys if passing the Civil Service Examination were not made an object. The examination is ill adapted for the purposes of schools—purposely so, I am told by a member of the Civil Service Examining Board. But a pass in it has practical uses; and for boys who, from the shortness of their stay, have no chance of winning University scholarships, it is also useful as a register of a certain amount of education. From 1881 to 1884 only one boy expressed a wish to pass, and no preparation was given for the examination. One or two boys passed after leaving the school; but the smallness of the number has been urged to the discredit of the school by a member of the Board. In the Dunedin High School no attention is paid to this examination, nor, I think, at Christchurch. Wellington and Nelson Colleges lay themselves out for it. I do not consider the Odes of Horace specially hard. I have had very good results in this author from very young boys.

Prepared work in the Upper Fourth better than that which demanded a General Knowledge of Latin.—Thirteen boys in this Form entered the school entirely ignorant of Latin, in September, 1884.

Practice in "unseen" Latin recommended.—Practice in "unseen" requires a considerable vocabulary and grip of the idiom. It is given in the Upper Fifth and Lower Fifth.

The Latin Grammar in Use.—Roby's "Public Schools Grammar" has been procured long ago, but the boys have not seemed ripe. One of the best, having been recommended to get it, objected to the expense, as he thought himself unable to make a good use of it.

Remarks on Latin of Remove A.—This Form contains poor material, gets none of the able boys from Remove B, and is the Form in which many of the dull boys finish their career.

Disapproval of elementary Latin Book in Use.—I disagree. The book in use was deliberately introduced to supersede Smith's *Principia*, Part I., and is, in my opinion, much superior for beginners.

Lower Third, Division 3.—Here and elsewhere read "Modern III., Division 3." The Latin class mentioned does not really belong to this Form, but consists of boys requiring special teaching in this language.

Alternative for Latin.—Latin is, according to the accepted reading of the School Act, optional. The parents who object to it object equally to German, and generally to all linguistic and literary studies—I might say to "higher education" generally. Their demand is for more arithmetic and writing, and this is what these boys get. Further, as these boys are scattered through many different classes in threes and fours, it is necessary for economy that the alternative subjects should be such that one master can take boys of very various ages and attainments together in them. In German or physics these boys would have to be distributed into about five very small classes. I do not understand what the "confusion" is, except that the time-table is a little complicated. However, these boys certainly are an extravagant element in the school, and, with very few exceptions, unsatisfactory. But, even if it were lawful, no good would be done by forcing Latin or German upon them. I had hoped that a complete modern side, containing some really able boys, would be developed, as in many English schools; but the few and unpromising boys who do not take Latin cannot be formed into one.

Analysis of Sentences.—The value of analysis of sentences is matter of opinion. I believe it to be very useful, especially for boys who do not deal much with foreign languages, and consider it the part of English grammar which is most useful in stimulating the reasoning faculty; and most modern authorities hold this opinion.

Use of Big School by two Forms.—The occupancy of the hall by even one class is undesirable—much more so the use of it by two classes at once. This term there will be one class less than last; and, therefore, only one class will be in the hall. But should the numbers increase again, two classes will have to occupy it.

Recommendation that Modern III., Division 3, be broken up.—In consequence of the reduction of the staff, this Form will be broken up. I, however, regret this; for it served as a receptacle for boys who would be dragged upon other Forms. There is one—and only one—way in which it could be satisfactorily broken up—by superannuating all the boys except the three or four who are worthy of promotion.

French.—The French master strongly, and, as I think, justly, objected to some of the papers set, as not giving the boys a fair chance of showing what they knew. All the Forms except Remove B and Modern III., Division 3, are in the same hands for French.

Natural Science.—In this subject, also, though to a less extent than in French, the papers set did not appear to the master to afford a satisfactory test.

"It would appear that the boys are not made acquainted with the fundamental principles of chemistry until the end of their school course."—This is due to the shortness of attendance in the school, for which see preliminary remarks.

Text-book in Physics.—The text-book used is the only one obtainable in Auckland (except works which are too advanced) without being specially ordered. Most of the books for beginners are not very satisfactory.

Physical Geography.—A very valuable subject, but has been crowded out. Political geography, being very necessary, will be taught in several Forms next term.

* The side-headings are intended to serve merely for purposes of reference to the report of the examiners, with which these comments should be read.