

## UPPER SCHOOL.

*Mathematics.*

Form  $\alpha$ .—Algebra (Todhunter's "for Beginners," Chaps. I.—XLI., omitting XXXV.—XXXVII.): Work fairly well done, though at times a little careless; quadratics worked in the old-fashioned method of completing the square, not by the formula derived from the general expression for a quadratic equation. Euclid (Books I., II., III., IV., VI., with easy riders): Work good; the propositions generally well done, and the riders satisfactorily worked out. Arithmetic (the whole): Work good; I should like to see more definite statements in words, of the meaning of the various steps in the solutions—the figures were often left to explain themselves too much.

Form  $\beta$ .—Algebra (Todhunter, Chaps. I.—XXV.): Work good. Euclid (Books I., II., III., IV., with easy riders on I., II., III.): Work on the whole good; occasional inaccuracy in the use of technical words, such, *e.g.*, as bisect, alternate angle, alternate segment. Arithmetic: Work very good for the most part.

Form  $\gamma$ .—Algebra (Todhunter, Chaps. I.—XXI.): On the whole, work fairly well done; in the simplification of algebraical expressions the process of removing brackets was in many cases commenced from the outermost pair, not from the innermost. Euclid (Books I., II., III; Propositions 1–19): Work rather unequal—some very good, some poor; in many cases there was confusion between what was given and what was required to be done. Arithmetic: Work for the most part fair; in several instances there was shown a little want of thought, the figures being followed too blindly, without sufficient heed to what they signified.

Form  $\delta$ .—Algebra (Todhunter, Chaps. I.—XVIII.): Work fair. Euclid (Book I.): Very good work; propositions well and intelligently done. Arithmetic (fractions—vulgar and decimal, simple interest, stock, profit and loss): On the whole, work very good.

Form  $\epsilon$ .—Algebra (elementary rules, addition of easy fractions): Work fair. Arithmetic (fractions—vulgar and decimal, proportion, compound proportion, interest—time and rate): Work fair.

Modern IV.—Mensuration (Todhunter, pages 1–87): One paper (A. M. Kelly's) very good, but for the most part the work was somewhat too numerical; more definition was needed, and clearer knowledge of principles.

*English Subjects.*

Upper V. Form.—Roman history (Smith's Smaller): Very good work, showing care and thought. English history (Reigns of Anne, George I., II., and III.): Work fair.

Lower V. Form.—Roman history (Smith's Smaller, pages 1–180): Good and thoughtful work, showing considerable knowledge of the period presented. English history: None presented.

Upper IV. Form.—Roman history (Smith's Smaller, pages 1–142): Work very well done; shows careful study. English history (Curnow, to end of Tudor Period): Good work on the whole.

Lower IV.—Roman history (Primer): With a few exceptions work well done, showing care and thought. English history and geography: None presented, done in the preceding term.

Remove.—English history (Curnow, to end of Henry I.): Class somewhat unequal; upper boys good. Geography (Cornwell's Larger: Europe, Asia, and America): Work on the whole good.

## LOWER SCHOOL.

*Arithmetic.*

Form A.—Problems in simple and compound rules, vulgar and decimal fractions, practice, and simple proportion: Work fair, though there was some little want of accuracy; the distinction between measure and multiple was at times misunderstood, and circulating decimals were not seldom treated as ordinary decimals.

Form B.—Work not sufficiently clear and definite, often wrong in the elementary processes of multiplication and division.

Form C.—Simple and compound rules, reduction, bills of parcels, simple vulgar fractions: Deficient in accuracy, the elementary processes of multiplication and division often wrong.

Form D.—Simple and compound rules, tables of money, weight, time, length, square measure, practice: Careless work shown in the elementary processes of arithmetic.

Form I.—Upper Division—Simple and compound rules of money, weights and measures. Lower Division—Simple rules, and easy money-sums: Some of the papers very good.

*English Subjects.*

Upper III.—English history (Curnow, James I. to Charles II., pages 205–248): Work deficient in accuracy. Geography (Cornwell's Larger, Europe, pages 22–31; Cornwell's Smaller, general questions on the four continents): Work somewhat deficient in accuracy. In this class the textbooks, both in history and geography, were not obtained until late in the term.

Lower III.—English history (Curnow, to end of Henry III.): One boy (A. W. A. Walker) sent up an admirable paper; but, with a few exceptions, the work was not sufficiently accurate. Geography (Cornwell's "for Beginners," pages 1–31): Work on the whole fairly well done; the questions in physical geography answered intelligently.

Classical II.—English history (Brief History, to Edward II.): Work not very good. Geography (Mason's New Zealand, to islands, page 47): On the whole their work did not show much knowledge of New Zealand; the names of the places were often misspelt.

Modern II.—English history (Brief, pages 1–50): Good papers from a few of the upper boys, the rest poor. Geography (Sykes's, pages 1–45): Poor work; their notions about geography were much confused.

Form I.—English history (Taylor's First Principles, Part I.) Geography (Cornwell's Smaller, British Islands and New Zealand): Knowledge quite elementary.