

as with the corresponding papers of last year. Higher average marks should, I think, have been expected on a paper framed in such rigorous accordance with the schedule. The analysis was not, as a rule, well done, and the definitions seemed rather to have been learned by rote than clearly comprehended. Very few girls could detect any of the faulty words which they were asked to point out, and their observations on this matter were generally aimless and vague. I conclude that the subject requires a greater share either of time or of care. The results in English literature were of a much higher order, and better work could not reasonably be expected from any Form of similar standing. The composition also was very fairly executed, though there was perhaps too much suggestion here and there of mercantile expressions—*e.g.*, “I forward herewith,” “*re*,” &c., which, however well in their place, do not belong to the language of literature. Otherwise the terms were well chosen.

2. *Latin*.—The work of Form V. did not by any means come up to the expectations formed by me at the last examination. It would appear that the course of study has since that time been entirely misdirected. This year the examiner is made immediately conscious that there is too much of the straining at a gnat and swallowing a camel. I mean that a small field of comparatively refined syntax has been too assiduously cultivated, to the neglect of the more essential parts of the subject. It is true that the class did well in that matter to which its energies had been mainly directed—a fact which shows there is no lack of teaching-power—but the translation was very poor and inaccurate, displaying no regard for moods and tenses, and no insight into, or relish of, the matter; while the composition was on all grounds unsatisfactory, even the best girls making unpardonable mistakes in accidence and elementary concords. I would submit that it is highly prejudicial for girls of such elementary standing in Latin to bestow a large proportion of their time on higher points of scholarship before they have mastered the lower. It is the duty of a school to lay a solid foundation, however small, and the first requirement is to render pupils able to translate with attention and fidelity, and to write a few lines of Latin devoid of errors in accidence and concord. Elegancies, niceties, and idiomatic conversions belong to a later stage, from which this class is as yet very distant.

With Form IVa. my dissatisfaction is equally great. Considering the liberal share of time allotted to the study the results are very disappointing. With but one or two exceptions, the papers were weak in every part. The translation was poor, the accidence below the average, and the translation into Latin was, I am compelled to say, absolutely bad. Not one of the simple sentences was finished, even inaccurately, by any girl out of the thirty. If those members of this class who obtained less than half-marks (and only three obtained so many) are to render themselves fit for promotion they must retrace their steps over the primer and the exercise-book. I may here remark that I consider estimation by percentages as wholly fallacious, and in no case could that opinion be better corroborated, for the aggregate of a girl's marks, low as it is in this case, cannot show the unsatisfactory manner in which it was accumulated. It is with great reluctance that I am compelled to speak thus strongly of the Latin work, to which last year I gave so much commendation. I am of opinion that there is too much ambition in this department, and that the ambition is o'erleaping itself. The motto should be *Festina lente*.

3. *French*.—The French of Form V. was surprisingly good. The grammatical questions were of considerable difficulty, but were answered almost perfectly, and the translation into French was unusually correct and idiomatic. The girls could evidently apply well the rules they had learned well. Altogether I consider this the most successful of the subjects with which my share of the examination has been concerned. It is seldom that pupils can so thoroughly understand the rules they learn, and still more seldom that they can so readily apply them. I have not the least doubt that the teacher of French is one of very rare capacity for his task.

Form IVa. also did very well, the grammar being especially good. The translation from French was in some cases lax and poor, but with the work as a whole I am more than satisfied. The results of the French teaching here are much more practical than in other schools with which I have been acquainted.

On the whole, I think the Board is to be congratulated on the state of the school in English and French, but scarcely so on its proficiency in Latin.

I have, &c.,

THOS. G. TUCKER,

Fellow of St. John's College, Cambridge, and Professor of Classics and English in the Auckland University College.

The Education Board, Auckland.

### 3. PROFESSOR ALDIS'S REPORT.

GENTLEMEN,—

University College, Auckland, 10th September, 1884.

In compliance with your request I have examined the two upper Forms of the Girls' High School in mathematics.

The lists of marks, which have been already forwarded to you, will give detailed information as to the performances of particular pupils. It only remains to add that the impression produced by the work sent up to me is exceedingly favourable. Although no evidence of very remarkable talent was supplied by the answers to the questions set, there was a general average of excellence which reflects the highest credit on those who have been responsible for the teaching. I should judge that the Board of Education are singularly fortunate in having obtained the services of a Headmaster who possesses the faculty of adapting the instruction to the powers of the instructed. The results of the examination in mathematics would compare very favourably with those which have formerly come under my notice from schools of similar status in England and Ireland.

I have, &c.,

W. STEADMAN ALDIS, M.A.,

Professor of Mathematics in the University College of Auckland.

The Education Board, Auckland.