

cipally to rhetoric, English literature, English history, physical geography, and English grammar. Under the first heading, using Bain's Composition as a text-book, we reached the close of the figures of similarity; under the next, to the beginning of the Elizabethan epoch in English literature, having glanced at the sources of English speech in Latin, Saxon, and Norman-French; in history we reached the reign of Edward II., having paid particular attention to the political development of the English people as influenced by their social progress; in physical geography and English grammar the entire primers in Macmillan's series were gone over, with additional notes supplied, in the form of weekly lectures, from other sources.

In French, besides studying grammar to the close of the regular verbs, the translation of the first hundred and twenty exercises in Ahn's French Course was effected, as well as thirty pages of Hachette's "Children's French Book." In Greek, the first forty pages of the "Initia Græca," with a close study of the grammar, and particularly of the verb. The German class being opened but shortly before the recess, no report could be given of the progress made in this subject.

In mathematics, the First Book of Euclid was most thoroughly studied, with accompanying exercises; in algebra, Todhunter's text-book up to simple equations. The logic class completed the study of the deductive part of the science, paying close attention to the moods and forms of the syllogism and the treatment of fallacies. In metaphysics, the outlines of the philosophy of mind were carefully analyzed up to the division of the faculties in Sir William Hamilton's lectures. We had reached Plato, in the historical study of the science, when the recess intervened.

In natural science, the first fifty pages of Balfour Stewart's Elementary Physics were gone over, with explanation of each part of the text, and attempts in some instances to perform the more important of the experiments. To this study three-quarters of an hour is daily devoted.

Owing to the absence of any auxiliary staff in the Whangarei High School, no arrangements could be made for the alternative teaching of the various classes. At a future date, when the school is so far increased as to admit of assistance in tuition, this will be carefully attended to as an important item in educational welfare.

Both in quantity and quality, taking into consideration the novelty of the work to most of them, the progress made by the students is highly satisfactory, and speaks well for their application and zeal in labour. To the fact that all of them are of an age to appreciate the intrinsic value of learning, apart altogether from its extrinsic, this advance may perhaps be due.

As an additional inducement to attendance at the Whangarei High School, it has been thought advisable to add music and singing next session to the course of study now pursued. That this will have a beneficial influence in drawing many more students to the institution is earnestly to be desired; and, by securing an efficient teacher, as well as in making the most favourable arrangements, no efforts have been spared to insure this end.

Next year, also, we trust to throw the institution open for the reception of boarders.

Thanking you for the invariable courtesy I have received from one and all of the Board of Governors,

I have, &c.,

W. H. O. SMEATON, Headmaster.

The Governors, Whangarei High School.

#### RECEIPTS and EXPENDITURE for the Year 1881.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance in Bank of New Zealand ...	188	10 1	Salary to Headmaster to 17th December, 1881 ...	116	13 4
School Commissioners, Auckland ...	130	0 8	Rent of schoolroom (two terms) ...	6	0 0
Fees from students (two terms) ...	31	6 7	Advertising ...	6	18 0
Books supplied students (two terms) ...	4	10 8	Books for students, maps, stationery	13	13 6
Rent of part of school reserve ...	5	0 0	Official seal ...	1	0 0
			Furniture, desks, tables, chairs, &c. ...	25	12 9
			Cleaning school, &c. ...	0	19 0
			Petty cash, postage, cheque-book, exchange, carting furniture, &c. ...	0	14 5
			Legal opinion ...	2	2 0
			Cash balance in Bank of New Zealand ...	185	15 0
	<u>£359</u>	<u>8 0</u>		<u>£359</u>	<u>8 0</u>

Whangarei, 21st January, 1882.

J. I. WILSON, Chairman.

JOSEPH BELL, Secretary.

I hereby certify that I have examined this statement, comparing it with the account-book and vouchers of the Whangarei High School, and that I find it to be correct.—L. A. DURRIEU, Auditor.  
—21st January, 1882.

#### NEW PLYMOUTH HIGH SCHOOL.

SIR,—

New Plymouth, 21st March, 1882.

The High School was completed at the end of November; the total cost up to the 31st December, 1881, for buildings, plans, working drawings, clearing school site, and contingencies being £1,781 7s. 2d. Contracts have been entered into for furniture, appliances, and master's house to the extent of £757.