

translated freely gave proof that they had perfect knowledge of the literal translation ; but in the case of other boys I had a suspicion that the vague generalities of the free translation were meant to cover ignorance. *Dolus latet in generalibus.* If we must sacrifice either of these to the other—the idiomatic English to the literal translation, or *vice versa*—I would prefer to give up the idiomatic English, inasmuch as the chief intellectual exercise, the mental discipline in the work of translation, consists in preserving the exact sequence of the thought of the original author, and in reproducing with the greatest possible accuracy every minutest shade of meaning in his words. But there is no reason why both should not be combined ; only the one must be the foundation on which the other must be reared as the superstructure. I make this remark because I think I have noticed the slightest possible approach to a danger of proceeding to build the superstructure before the foundation has been well and truly laid.

On the whole, I am glad to be able to testify, for the satisfaction of the Board of Governors, that, in my humble judgment, the High Schools are doing good work so far as the teaching of Latin is concerned, and must compare favourably with any institution of similar standing in the southern hemisphere.

The Chairman, Board of Governors, Otago High Schools.

I have, &c.,

MICHAEL WATT.

#### REPORT OF THE EXAMINATION IN FRENCH AND GERMAN OF THE GIRLS' HIGH SCHOOL.

*Sixth.*—This class has done fairly well. There is but a very slight difference between the two first.

*Upper V., Senior Division.*—The greater portion of this class has done very well. The weak point is—and naturally so—the translation from English into French. Again the two first are almost on a par.

*Upper V., Lower Division.*—The only thing which a few of this class have done at all well is the translation of French into English. They are exceedingly weak in their knowledge of grammar. Only one of the class got 50 per cent. of the maximum total. I am informed that they only received one and a half hours' lessons a week ; this is quite enough to account for their shortcomings.

*Lower V., Upper Division.*—The marks in this class are particularly poor. Having been informed that they had not attempted French composition yet, I fixed the maximum for this subject very low, so that it should not bring down their average very much.

*Lower V., Lower Division.*—The results here are most satisfactory throughout the class.

*Fourth.*—About a third of the class have done fairly well ; the rest, particularly towards the end of the class, have very low marks. This might, perhaps, be expected in the lowest class, which is sure to have a good many beginners in it.

Only three sent up papers in German, which is to be regretted, as they are all very promising.

CHAS. TURRELL, M.A., Examiner.

#### REPORT OF THE EXAMINATION IN FRENCH OF THE BOYS' HIGH SCHOOL.

*Sixth Form.*—The result is very satisfactory. J. Scott stands well forward.

*Fifth Form.*—The greater portion of the class has done very well. Bird is a good first.

*Upper Fourth.*—The marks in this class are somewhat low.

*Lower Fourth.*—About half the class has done very fairly, the rest have very low marks ; but, as it is a very large class, we may expect to see great differences between the upper and lower portion of it.

*Upper Third.*—The boys in this class have done fairly well. There is but the slightest difference between Bülau and Ross.

*Lower Third.*—This class consists chiefly of beginners, and as such they have done fairly well.

CHAS. TURRELL, M.A., Examiner.

#### REPORT OF THE EXAMINATION IN GERMAN OF THE BOYS' HIGH SCHOOL.

The papers were particularly well done—there is every reason to be highly satisfied. Some of the boys got particularly high marks—especially for so difficult a subject as German. These are : Sixth, Begg and J. Watt ; Fifth, Campbell, Stuart, and Siedeberg—these are all but equal ; Fourth, Liddell, Williams, Court, J. Anderson, and W. Anderson—there is also very little difference between these ; Third, Catomore.

CHAS. TURRELL, M.A., Examiner.

#### 8. REPORT of the INSPECTOR-GENERAL to the HON. the MINISTER of EDUCATION.

*Otago Girls' High School.*—Inspected 4th December. The school examination for prizes and places had taken place, and my observation of the ordinary work was on that account somewhat hindered. The Sixth Form work was so managed as to prepare the ablest pupils for the University junior scholarship examination ; the First Form begins with elementary grammar, arithmetic, and geography, and object lessons followed by composition exercises. The school is well organized and efficiently taught, and ought to show well in any competition among schools of the first rank. The gymnasium is remarkably well appointed, and the exercises in it are very thorough and much diversified.

*Otago Boys' High School.*—Inspected 4th December. Here also the school examination was in progress. Except that Latin is begun in the lowest Form in the Boys' School, what I have said of the Girls' School will apply equally here. I think that some improvement might be made in the reading in the lower part of the school. The new buildings afford splendid accommodation.