

1885.
NEW ZEALAND.

EDUCATION: REPORTS OF SECONDARY SCHOOLS.

[In Continuation of E.—9, 1884.]

Presented to both Houses of the General Assembly by Command of His Excellency.

SECONDARY SCHOOLS INCORPORATED OR ENDOWED.

Name.	Act of Incorporation or Institution.	Remarks.
Auckland College and Grammar School ..	1877, No. 51, Local.	Under management of Education Board.
Auckland Girls' High School	1878, No. 55, Local.	
Thames High School	1878, No. 54, Local.	
Whangarei High School	1878, No. 63, Local.	
New Plymouth High School	1878, No. 52, Local.	
Wanganui High School	1878, No. 42, Local.	Under management of Education Board. Board identical with Education Board. Not in operation in 1884.
Wanganui Endowed School	[Nil.]	Endowment, Reg. I., fol. 52. See also D.—16, 1866, p. 9.
Wellington College	1872, No. 67.	Under management of Nelson College. A department of Christ's College, Canterbury.
Wellington Girls' High School	1878, No. 40, Local.	
Napier High Schools	1882, No. 11, Local.	
Nelson College	1858, No. 38.	
Nelson College for Girls	1882, No. 15, Local.	
Christ's College Grammar School	Canterbury Ordinance, 1855	
Christchurch Boys' High School	1878, No. 30, Local.	
Christchurch Girls' High School	[Nil.]	Under management of Canterbury College. Under management of Canterbury College. Endowment, <i>Gazette</i> , 1878, Vol. 1, p. 131.
Rangiora High School	1881, No. 15, Local.	Not in operation in 1884. Not in operation in 1884. Not in operation in 1884.
Akaroa High School	1881, No. 16, Local.	
Ashburton High School	1878, No. 49, Local.	
Timaru High School	1878, No. 26, Local.	
Waimate High School	1883, No. 19, Local.	
Greymouth High School	1883, No. 21, Local.	
Hokitika High School	1883, No. 7, Local.	
Waitaki High School	1878, No. 18, Local.	
Otago Boys' and Girls' High Schools	1877, No. 52, Local.	
Southland Boys' and Girls' High Schools	1877, No. 82, Local.	

SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1884 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Cr. balances on 1st January, 1884 ..	4,572	12 9	By Liabilities on 1st January, 1884 ..	4,420	11 9
General Assembly's votes	2,100	0 0	Office management and expenses	2,151	7 3
Endowment reserves sold	19,674	4 5	Teachers' salaries	36,084	17 8
Rents of reserves .. £21,215 8 0			Boarding-school accounts	3,436	18 3
Interest on proceeds of endowments .. 3,690 3 2			Examination fees and expenses	729	10 6
Reserves Commissioners 873 6 0			Scholarships and prizes	1,680	9 6
	25,778	17 2	Printing, stationery, and advertising ..	2,089	15 11
School fees	22,650	17 7	Cleaning, fuel, light, &c.	1,014	13 0
Boarding-school fees	4,259	11 8	Buildings, furniture, rent, insurance, rates, &c.	19,310	1 1
Books, &c., sold, and refunds	697	10 7	Interest	1,830	12 8
Sundries not classified	1,278	8 8	Sundries not classified	3,188	17 6
Interest on current accounts	69	13 7	Proceeds of reserves sales invested ..	10,408	11 7
Dr. balances, 31st December, 1884 ..	9,799	3 0	Cr. balances, 31st December, 1884 ..	4,534	12 9
	£90,880	19 5		£90,880	19 5
Receipts, excluding balances ..	£76,470	10 8	Expenditure, excluding balances and reserves moneys invested	£71,517	3 4

STAFF, ATTENDANCE, FEES, AND SALARIES AT CERTAIN SECONDARY SCHOOLS.

SCHOOLS.	Staff.		Attendance for Last Term or Quarter of 1884.		Ages for Last Term or Quarter of 1884.					Number of Boarders.	Annual Rates of Fees.		Salaries paid in 1884.		
	Regular.	Visiting.	Roll.	Average.	Under 10 Years.	10 to 15.	15 to 18.	Over 18 Years.	Total.		For Ordinary Day-school Course.	For Board, exclusive of Day-school Tuition.			
FOR BOYS ONLY.													£ s. d.	£ s. d.	£ s. d.
Auckland Grammar School	13	..	331	317	12	217	96	6	331	..	{ 10 10 0 8 8 0	..	4,288 19 9		
New Plymouth High School	2	..	36	31	..	17	18	1	36	..	{ 4 0 0	..	421 11 0		
Wanganui Endowed School	5	2	108	103	10	57	40	1	108	52	{ 12 0 0 9 0 0	42 0 0	995 5 0		
Wellington College	8	2	209	168	6	150	52	1	209	51	{ 13 4 0 10 12 0	50 0 0	2,419 1 8		
Napier High School	3	1	56	51	5	33	18	..	56	13	{ 8 8 0	35 0 0	1,036 9 0		
Nelson College	5	4	102	91	5	63	32	2	102	40	{ 12 10 0	50 0 0	1,689 16 3		
Christ's College Grammar School	8	3	205	198	2	104	87	12	205	87	{ 15 15 0 12 12 0	..	2,998 11 10		
Christchurch High School	7	3	102	94	2	54	45	1	102	..	{ 12 12 0 9 9 0	..	2,799 16 4		
Otago High School	12	2	246	231	4	147	88	7	246	33	{ 8 0 0	40 0 0	5,132 18 7		
Waitaki High School	2	..	48	45	..	23	19	..	48	16	{ 10 10 0 8 8 0	47 5 0	860 0 0		
Southland High School	3	2	56	49	..	28	26	2	56	..	{ 10 0 0 8 0 0	..	883 18 0		
Totals	68	19	1,499	1,378	46	899	521	33	1,499	292	..	..	23,551 7 5
FOR GIRLS ONLY.													£ s. d.	£ s. d.	£ s. d.
Auckland High School	9	19	228	201	6	119	92	11	228	..	{ 8 8 0	..	2,314 7 7		
Wellington High School	5	5	109	95	5	66	35	3	109	..	{ 13 4 0 10 12 0	..	1,164 11 8		
Napier High School	3	3	42	38	6	21	15	..	42	7	{ 9 9 0 8 8 0	40 0 0	..*		
Nelson College	5	8	102	83	2	47	42	11	102	17	{ 12 12 0	50 0 0	1,332 3 6		
Christchurch High School	5	8	105	94	..	58	45	2	105	..	{ 12 12 0 9 9 0	..	1,243 18 7		
Otago High School	6	7	170	166	10	88	68	4	170	..	{ 10 0 0 8 0 0	..	1,857 18 11		
Southland High School	3	3	44	39	..	24	20	..	44	..	{ 10 0 0 8 0 0	..	640 8 0		
Totals	36	53	800	716	29	423	317	31	800	24	..	..	8,553 8 3
FOR BOYS AND GIRLS.													£ s. d.	£ s. d.	£ s. d.
Whangarei†	1	..	..	..	..	..	..	..	..	..	..	..	183 6 8
Thames High School	3	3	{ b. 26 g. 36	{ 25 34	1	20	5	..	26	..	{ 8 8 0 5 5 0	..	962 17 8		
Timaru High School	6	..	{ b. 57 g. 54	{ 54 50	2	32	21	2	57	..	{ 8 8 0 6 6 0	..	1,625 14 7		
Rangiora	2	..	{ b. 23 g. 7	{ 21 6	..	16	7	..	23	..	{ 10 10 0 8 8 0	..	326 13 4		
Akaroa	2	..	{ b. 11 g. 10	{ 9 10	1	4	5	1	11	2	{ 10 10 0	..	352 3 0		
Ashburton	3	..	{ b. 30 g. 24	{ 27 21	2	23	5	..	30	..	{ 6 6 0 6 6 0	..	554 6 9		
Totals	17	3	{ b. 147 g. 131	{ 136 121	6	95	43	3	147	2	..	..	4,005 2
Grand Totals	..	..	{ b. 1646 g. 931	{ 1,514 837	52	994	564	36	1,646	294	..	..	..
Total Boys and Girls	121	75	2,577	2,351	94	1,488	924	71	2,577	318	..	..	36,084 17 8

* Included in Boys' High School accounts.

† Closed at end of year.

GENERAL REPORT BY INSPECTOR-GENERAL OF SCHOOLS.

SIR,—

Education Department, Wellington, 1st December, 1884.

I have the honour to report that since the 14th September I have inspected the Training Colleges at Dunedin, Christchurch, and Auckland, and most of the High Schools throughout the colony. It is unnecessary to encumber this report with details as to the staff and attendance at each school, since the annual reports of the several institutions, which are to be made at the end of the year, will supply full statistics. The same reports will show with sufficient clearness the general character of each institution with respect to the scope of the instruction imparted, and the completeness or necessary imperfection of its organization. The smaller and poorer schools in the lesser towns are evidently placed at a disadvantage in comparison with those that have a large attendance and a competent income. Bearing in mind this necessary difference, I find very little occasion for adverse criticism on the conduct of the institutions I have inspected. The local authorities generally exercise a very careful supervision of the affairs of the schools, and have intrusted the

charge of them to very competent Principals, who, in their turn, efficiently direct and inspect the work of their subordinates. As a rule, the subjects of instruction are properly adapted to the wants of the pupils, the instruction in those subjects is adequate to the pupils' present requirements, the distribution of the school-time as among the several subjects is judicious, and the hours prescribed in the time-tables are punctually observed. Further, in most of the schools there is an alacrity of movement that may be taken to indicate habitual energy on the part of the teachers, and habitual attention to their work on the part of the majority of the pupils.

On the 16th September I inspected the *Boys' High School* at Dunedin. The school is larger than at any previous time, and the staff is a strong one. Notwithstanding the lamented absence of the Principal, from long-continued illness, the organization is very complete, and the school in admirable working order.

The *Otago Girls' High School*, which I visited on the 17th September, maintains its high character for efficiency. Mrs. Burn, who has conducted it for so many years with distinguished ability, is about to retire. The Governors have appointed as her successor Mr. Wilson, whose fitness for the post is evidenced by his services in the boys' school under the same Governors.

I visited the *Southland Boys' and Girls' High School* at Invercargill on the 19th September. The schools are practically separate, except that the Headmaster teaches some of the Latin classes in the girls' school. One boy is learning Greek—reading Homer. This, of course, takes the Headmaster's sole attention during a part of each week. It is an illustration of the care that is taken to adapt the instruction to the requirements and progress of individual pupils. In a lesser degree the same kind of thing occurs in the necessary subdivision of each teacher's class in this and other small schools. One result of such subdivision in this school is that, to save time in the Latin classes, translation is sometimes done without oral reading of the text, and I fear that the pronunciation of Latin may suffer in consequence. The instruction given on both sides of this school is as satisfactory as could be expected where the staff is small. The science-teaching and the singing might be better if committed to experts in the subjects. I understand that five pupils from this school matriculated last year, which is very much to its credit, considering the small number of pupils and the necessary subdivision of classes.

The *Waitaki High School* at Oamaru is a new one. I inspected it on the 23rd September. The building is very complete, and has large and good accommodation for boarders. The Headmaster and the Mathematical master have to do all the work of a full course of secondary instruction, which includes French and German, as well as some physical science. One result is that the classes are very much broken up, and in some subjects class-teaching is almost impossible. The instruction is very sound and good, but it can scarcely be as effective as it might be if there were fuller opportunity for using the methods proper to class-teaching. In mathematics, particularly, the master's attention is too much divided among individuals doing separate work. I fear that, as a collateral consequence, some laxity of discipline may creep in.

I inspected the *Timaru High School* on the 24th September. The Principal and another master take classes in Latin and mathematics in the girls' school. There is a class preparing for matriculation, which includes some of the girls. They are being well grounded in Latin. The discipline of the school and the respect paid to the furniture and other property are conspicuously satisfactory. The work of the school as a whole is highly commendable.

On the 25th September I inspected the *Ashburton High School*. It is a small one, and has no very forward pupils. Two boys are reading Virgil. The school is too small to require very rigid discipline, and there is a comfortable family tone about it. It suffers from the necessity of too great a subdivision of classes. The instruction is sound and good. A girls' school has just been instituted, but my visit was paid on a very wet day, when only very few pupils were present, and I was not able to judge of its condition. I am sorry to say that it will absorb a large share of the time of the two masters, and I fear that it will thus militate against the efficiency of the boys' school.

I inspected the *Rangiora High School* on the 29th September. It contains both girls and boys. The most advanced class has read between thirty and forty chapters of Cæsar, and twenty or thirty propositions of Euclid. French is taught, but at present the work in it is very elementary. A great deal of care needs to be taken to establish a tone of vigour and energy, which this new school has not yet acquired. The master has the assistance of one teacher—a lady.

On the 30th September I inspected the *Christchurch Girls' High School*. The staff of assistants is not so remarkably strong as it was when the present Lady Principal was a member of it; but the school throughout is very well taught, and the management is very good. The school will be sure to give a good account of itself at examinations fitted to test the work of the better class of grammar schools.

I inspected the *Christchurch Boys' High School* on the 1st November. A considerable reduction in numbers took place when the former Headmaster retired, and the lost ground has not yet been recovered. The decline in numbers is not, I think, to be regarded as a sign of dissatisfaction with the school. It certainly involved no reflection on the retiring master, and could not well be an expression of feeling with regard to the new master before he arrived. The position, however, is one which seems to call for peculiar zeal and determination on the part of all the masters to secure, if possible, a strong place for the school in public confidence. As yet, owing to the check to which I have referred, the school has scarcely reached its maturity; the material for a good Sixth Form is not ready yet. Meanwhile the work done is good, sound, and solid.

In October I spent parts of two days in the *Girls' High School* at Auckland. The school is conspicuous for the large amount of active teaching which is done in it. The most advanced pupils are reading Horace, and the work does not appear to be beyond their powers. The discipline and the instruction are very good throughout the school.

I inspected the *Auckland College and Grammar School* on the 16th October. It has increased

very considerably in numbers lately, and the school accommodation has been correspondingly extended, and is quite ample. Practical instruction in chemistry is given in the laboratory, and physiology is included in the school course. A workshop has lately been established for technical instruction in carpentering, and lathes have been ordered from England. Especial care appears to be taken to afford suitable instruction to the pupils who come up with scholarships from the primary schools, and with no knowledge of Latin and mathematics.

The *High School* at Whangarei is, I believe, to be closed at the end of the year, so that I need not give a report on its condition. I inspected it on the 22nd October. There were present six boys and the master's three daughters.

The *Thames High School for Boys and Girls* is doing good and useful work, according to its resources. I inspected it on the 28th October. In the senior class three pupils are reading Horace and Sallust, and the rest are reading Cæsar, to which I think they are not quite equal. Geometry is carefully taught in such a way as to avoid mere rote knowledge. Considerable pains is taken with English composition. A lesson I heard given in natural history was a good example of an object-lesson. French appears to be well taught. Two classes, each subdivided, occupy the main room; it would be much better if they could have separate rooms.

I inspected the *Napier Boys' High School* on the 3rd November. The schoolroom has been greatly improved since my last visit by a change in the manner of lighting. A class-room is urgently required: at present three teachers work in the one room, and some distraction is a necessary result. In the lowest part of the school the methods of instruction are defective. The middle part is very well taught. The boys in the highest Form receive instruction well adapted to the stage they have reached. Their attainments are unequal, and they fall into several groups in the most important subjects. The most advanced are reading Sallust and the Second Book of Euclid, and are working at quadratic equations. The rest of this Form are reading Cæsar, B.G., Book I. At the request of the Headmaster I examined this Form for prizes in Latin, Euclid, and algebra. I noticed that the lower part of the Form, in translating, preserved the Latin idiom, instead of writing correct English, while the boys who were more advanced translated more thoroughly. The Headmaster explained to me that this was in accordance with a method he had adopted for securing an accurate understanding of the Latin forms of sentences.

The *Girls' High School* at Napier is a new one. I inspected it on the 4th November. The building is very well planned: the class-rooms are good, and the accommodation for boarders (in excess of present requirements) is excellent. French is taught in all the Forms; Latin, algebra, and Euclid in the Fourth or highest Form only. In these latter subjects a beginning has been made: the work includes about the first half of *Principia Latina*, Part I., the first sixteen propositions of Euclid, and algebra to simple equations not involving fractions. English literature and history are taught, and good instruction is given in geography, physiology, and botany. The general tone of the school and the quality of the instruction are very satisfactory.

I inspected the *New Plymouth High School* on the 20th and 21st November. I consider that the studies are well adapted to the wants of the pupils. None of them are as yet very far advanced. The teaching is sound and good. There is a proposal to admit girls to the school. I think the proposal is a good one. The school wants pupils. I am still of opinion that the fees are too low.

With your permission Mr. Pope will inspect the *Akaroa High School* for me. On occasion of my last visit to Canterbury I was obliged to leave Akaroa out of my programme. I ought to say also that, as there is only one Board's scholar at Christ's College Grammar School, I did not think it necessary to visit that school.

I have, &c.,

The Hon. the Minister of Education.

WM. JAS. HABENS.

MR. POPE'S REPORT ON AKAROA HIGH SCHOOL.

SIR,—

In accordance with your instructions, I visited and inspected the *Akaroa High School* on the 4th of last month. I was well pleased with all that I saw of the working of the school, which appeared to have produced capital results, the short time that the school had been opened being considered. The only defect noticed was caused by the fact that young schools like this are compelled, in order to maintain an existence, to take pupils that would find a more suitable place in a primary school. As the school becomes firmly established no doubt this difficulty will disappear. I may mention also that there appears to be considerable loss of teaching-power through boys and girls at the same stage of progress being taught in separate classes.

I have, &c.,

The Inspector-General of Schools.

JAMES H. POPE.

WORK OF HIGHEST AND LOWEST FORMS IN SECONDARY SCHOOLS.

AUCKLAND COLLEGE AND GRAMMAR SCHOOL.

Highest.—Horace (*Ars Poetica* and *Satires*), Cicero (*Select Letters*), Latin prose; *Histoire de Charles*, and *Histoire de Jules*, Blouet's *Composition*, Chardenal's *Advanced Exercises*, Brachet's *Grammar*; *L'Allegro* and *Il Penseroso*; English composition; Smith's *Roman History*; reigns of Anne and three Georges. Euclid, to Book VI.; algebra, to XLI. in Todhunter's "for Beginners;" trigonometry, Todhunter's "for Beginners;" statics and part of dynamics in Todhunter's "for Beginners;" arithmetic. Roscoe's *Elementary Lessons in Chemistry*, and laboratory work; magnetism and electricity.

Lowest.—(A preparatory Form for one term). Reading; spelling; grammar (parts of speech and easy analysis); history (Taylor's *First Principles*); geography, British Isles and New Zealand; writing; drawing; arithmetic (simple and compound rules).

AUCKLAND GIRLS' HIGH SCHOOL.

Highest.—Sallust, Bradley's Arnold, Latin prose; Chardenal's Exercises, Breymann's Grammar; Tiark's German Grammar, Marie Stuart, Maid of Orleans, Tiark's Composition Exercises; Morris's History of Grammar, analysis, composition, History of Language, Henry V.; English History—1688 to 1820; Roman History (Smith). Euclid, I.—III.; quadratics, surds, indices; trigonometry (H. Smith's to Ex. 38); arithmetic. Physics Primer, to page 88; Health in the House, to page 116. Drawing, sewing, drilling.

Lowest.—French—Pronunciation, imperfect and future of *avoir*, plurals of nouns, agreement of adjectives; Royal Reader No. IV.; parsing of nouns, adjectives, adverbs, verbs; history, from Royal Reader No. IV. (Roman period to Richard II). Arithmetic to division by factors. Geography—Physical features of North and South America and Europe, with principal towns; object-lessons; Berner's Laws of Health, to page 22; drawing; sewing.

THAMES HIGH SCHOOL.

Highest.—Horace, Sallust; Molière, French composition; *précis* and English composition. Euclid to Book IV.; binomial theorem; arithmetic. Inorganic chemistry; physical geography.

Lowest.—French reading and easy conversations; English composition (Chambers); Outlines of History. Simple and compound rules. Geography—Europe, England, and New Zealand.

NEW PLYMOUTH HIGH SCHOOL.

Highest.—Cæsar and Principia; Ahn's French Course, Fables; Morell's Grammar and Analysis; English composition; Lady of the Lake. English history—Conquest to present time. Euclid, to Book IV.; quadratics; arithmetic. Geography—World in outline, Australia and New Zealand in detail, and physical geography of continents.

Lowest.—Principia, I., 25; Ahn's First French Course, 1–70; Morell's Orthography and Etymology, with exercises and composition; History—William I. to Anne in outline. Algebra for Beginners, 1–10; four simple rules of arithmetic, and vulgar and decimal fractions. Geography—World in outline, Australia and New Zealand in particular. Writing; elementary drawing; drill.

WANGANUI ENDOWED SCHOOL.

Highest.—Xenophon, Homer, Sophocles; Horace, Sallust, &c.; Molière; English history, grammar, and literature. Euclid, to Book IV.; algebra; trigonometry; mechanics; hydrostatics; arithmetic. Geography.

Lowest.—Elementary English grammar, history, geography, arithmetic.

WELLINGTON COLLEGE.

Highest.—As for junior scholarship examinations—Latin, mathematics, French, history, geography, English. Greek—Two boys read *Initia*, and one reads Xenophon, Homer, Euripides. Elementary mechanics and heat.

Lowest.—Elementary Latin; commercial arithmetic; elementary English, geography, and history.

WELLINGTON GIRLS' HIGH SCHOOL.

Highest.—Latin—Virgil (*Æneid*, I. and II.), Principia, Smith's Smaller Grammar, Bennett's Exercises; *Télémaque*, Merlet's Grammar; Smith and Hall's English Grammar, composition; English literature—As You Like It, *Il Penseroso*, Stopford Brooke's Primer; Green's Short History. Euclid, I. and II.; quadratics; arithmetic. Geography; physiology.

Lowest.—Royal Reader No. IV., parts of speech, Chambers's Historical Reader, II. Simple rules and easy compound rules. Geography—Physical features of Europe and Asia. Writing; drawing.

NAPIER BOYS' HIGH SCHOOL.

Highest.—Cæsar, Sallust; Merchant of Venice; English and Roman History. Euclid, I. and II.; quadratics. Chemistry—Tests for metals; geography—physical; drawing.

Lowest.—Third-Standard work, with declensions of Latin nouns, and Principia.

NAPIER GIRLS' HIGH SCHOOL.

Highest.—Principia, to passive verbs; French grammar (irregular verbs), and translation; English—parsing, analysis, history of language; Merchant of Venice; history—William I. to Henry II. Euclid, I., xx.; algebra—fractions and simple equations; arithmetic. Physiology; physics; harmony; geography; drawing.

Lowest.—French—easy sentences, words, verbs *avoir* and *être*; English—easy parsing; history—William I. to John. Simple rules and compound addition and subtraction. Geography—England, Europe, shape of the earth, atmosphere. Object-lessons; drawing.

NELSON COLLEGE.

Highest.—The subjects for the New Zealand B.A. examination in Latin, Greek, English, history, political economy, &c., and mathematics pure and mixed, exclusive of differential calculus and higher subjects.

Lowest.—Government Sixth-Standard work, with the addition of a little Latin.

NELSON COLLEGE FOR GIRLS.

Highest.—Portions of Virgil and Horace treated fully, also of Livy and other authors read at sight, and Latin prose; Public School French Grammar, Lamartine's Christophe Colomb (I., II.), Erckmann-Chatrion's Madame Thérèse; Macmillan's First German Course, Otto's Grammar,

Hauff's Märchen and Otto's Reader; Morris's Historical Grammar, Chambers's English Literature to the end of "Milton and Butler," Richard III., How to Write Clearly, essays; history (Green, and "Epochs")—Elizabeth to Victoria. Euclid, Book IV., and definitions of V. and VI.; quadratics; arithmetic. Elementary physics; geography of New Zealand, Australia, North and South America.

Lowest.—Chambers's Fourth Reader; simple parsing, and easy composition; history—William I. to 1860. First four rules, and easy reduction of £ s. d. Geography—outlines of Europe and Asia, Isbister's Second Geographical Reader; a few facts of physical geography.

CHRIST'S COLLEGE GRAMMAR SCHOOL.

Highest.—Latin, Greek, divinity, English, French, science, and mathematics.

Lowest.—English, divinity, and arithmetic.

CHRISTCHURCH BOYS' HIGH SCHOOL.

Highest.—Thucydides, Sophocles, Sedgwick's Greek Prose, &c.; Livy, Horace, Virgil, Abbott's Latin Prose, &c.; Brachet's Elementary French Grammar, Molière, dictation, letter-writing, and composition; Historical English Grammar, How to Write Clearly, Henry V., Samson Agonistes, As You Like it, analysis, composition. Euclid, to Book VI.; binomial theorem; solution of plane triangles; arithmetic. Chemistry (Howard's Practical Course); botany (Balfour's Lessons); general and New Zealand geology.

Lowest.—Principia, I., pp. 1–20; Bué's First French Book (about ten exercises), simple tenses of *avoir*; Chambers's Fifth Reader; Morrison's English Grammar (pp. 1–9); Primary History, William I. to Richard II. B. Smith's Shilling Arithmetic (pp. 1–56). Petrie's First Geography (pp. 1–28).

CHRISTCHURCH GIRLS' HIGH SCHOOL.

Highest.—Latin, French, English, history, geography, mathematics, and science (botany and heat) for Junior University Scholarship Examination.

Lowest.—Early Exercises in French; Morris's English Grammar; Royal Reader No. V.; Creighton's Child's History of England, to Tudor Period. Simple and compound rules of arithmetic. Geography—Terms, general description of the earth, England and Wales; botany and physiology (elementary).

RANGIORA HIGH SCHOOL.

Highest.—[No return.]

Lowest.—[No return.]

AKAROA HIGH SCHOOL.

Highest.—Principia, I., II., and IV. (portions); Hachette's Reader, to p. 40, De Fivas's Grammar; Commonwealth to Victoria (Edith Thomson); Morell's Grammar. Euclid, Book III.; factors, simple equations of one unknown quantity. Geography—Cornwell's Asia, Africa, America.

Lowest.—Ahn's French Grammar, to ex. 80; English (parts of speech); history—Charles I. to Victoria. Arithmetic—Compound rules and reduction. Geography—Terms and New Zealand map.

ASHBURTON HIGH SCHOOL.

Highest.—Virgil, Cicero, Livy, Principia, Abbott's Latin Prose, Latin Primer; Racine, Molière, &c., Noel and Chapsal's Grammar, Bué (Part II., Idioms); Julius Cæsar, grammar, analysis, composition; Roman history; English history (Hanoverian Period). Euclid, to Book VI., and XI.; binomial theorem; four chapters trigonometry; arithmetic. Chemistry; lectures on scientific subjects.

Lowest.—Principia, I., xxiv.; Déjardin's French Class-book, pp. 1–26; English Grammar (Hall's Elementary), analysis and composition; Brief History, and Collier to Edward III.; Royal Reader, No. V., Sequel. Elementary rules, vulgar fractions, rule-of-three. Geography (Phillips, the greater part).

TIMARU HIGH SCHOOL.

Highest.—Matriculation and Junior Scholarship work.

Lowest.—Fourth-Standard work, with a little Latin and French.

WAITAKI HIGH SCHOOL.

Highest.—Cæsar, Cicero, Public School Primer, Abbott's Via Latina, Bradley's Arnold; Déjardin's French Course; Otto's German Course; Abbott's How to Write English, Bracebridge Hall, and Old Christmas; Gardner's Outlines of English History; Macaulay's Essays. Hamblin Smith's Geometry I.–IV.; arithmetic; trigonometry—ratios of sums and differences of angles; Smith's Co-ordinate Geometry (two chapters). Geikie's Physical Geography; Balfour Stewart's Elementary Physics.

Lowest.—Via Latina (Ex. 1–20); Déjardin (1–70). Gardner's Outlines of English History. Euclid—I., 26; arithmetic, to end of fractions; algebra, to easy multiplication. Science Primer.

OTAGO BOYS' HIGH SCHOOL.

Highest.—Tacitus, Livy, Virgil, Horace, composition, passages *ad aperturam*; Racine, Age of Louis XIV., Chardenal's Syntax; Otto's German Grammar, Peter Schlemihl; Paradise Lost, Il Penseroso, Richard III., Macbeth, Morris's Historical Grammar, analysis and composition; York and Lancaster Epoch. Euclid, VI.; quadratics, indices, surds, ratio and proportion; Colenso's Trigonometry, I.; logarithms (problems); arithmetic. Inorganic Chemistry (Roscoe); Botany (Thomé).

Lowest.—Preparatory Class.—Geikie's Third Reader. Blackie's Grammar, to page 22. Geography—continents and principal seas. History—Little Arthur's, to end of Tudor Period. Notation and numeration, and simple rules.

OTAGO GIRLS' HIGH SCHOOL.

Highest.—Tacitus, Livy, Virgil, Horace, composition, passages *ad aperturam*; Chardenal's French Grammar, Picciola, Newspaper Reader; Otto's German Grammar, Hermann and Dorothea; Paradise Lost, Il Penseroso, Richard III., Macbeth, Historical English Grammar, analysis and composition; York and Lancaster Epoch. Euclid, VI.; quadratics; solution of triangles; arithmetic. Roscoe's Chemistry; Thomé's Botany.

Lowest.—Geikie's Fourth Reader, Hall's Grammar, parsing, composition, and dictation. Little Arthur's History, from Tudor Period. Geography—Europe, North America, England, Scotland, and New Zealand. Object-lessons. Simple and compound rules of arithmetic.

SOUTHLAND BOYS' HIGH SCHOOL.

Highest.—Xenophon, Homer, Initia; Cicero, Virgil, Principia; De Fivas's Grammaire des Grammaires, Scribe's Bertrand and Raton, retranslation; Tempest, Trench's Study of Words, Smith's English Grammar; Roman History to 89 B.C., English from 1688. Euclid to end of Book XI; Todhunter's Trigonometry; Newth's Natural Philosophy; binomial theorem; Arithmetic. Geography (general).

Lowest.—Principia, I. and II., Fables and Anecdotes; Bué's First French Book, a little of De Fivas's Grammar and Hachette's Reader; Ivanhoe, Morris's Grammar, parsing, analysis; Curnow's History Primer. Compound division, practice, L.C.M., G.C.M., fractions, vulgar and decimal. Petrie's First Geography.

SOUTHLAND GIRLS' HIGH SCHOOL.

Highest.—Cicero, Virgil, Principia, prose composition; De Fivas's Grammar, Un Philosophe sous les Toits, Picciola; Julius Cæsar, Smith's Grammar, parsing, analysis, composition, abstracts; English history as for matriculation. Euclid, I. and II.; problems in simultaneous equations; arithmetic. Geography (Mackay's and Geikie's Physical Geography).

Lowest.—Morris's English Grammar. Bué's First French Course. History—Stuart and Brunswick periods. Arithmetic—compound rules and vulgar fractions. Petrie's First Geography.

AUCKLAND COLLEGE AND GRAMMAR SCHOOL.

1. BOARD'S REPORT.

TWELVE ordinary and eight special meetings of the Board were held during 1884. The members of the Board at the close of 1884 were as follows:—*Elected by the Senate of the University of New Zealand*—the Hon. Colonel Haultain, Rev. C. M. Nelson, and the Hon. J. A. Tole; *elected by the Education Board*—Messrs. J. M. Clark, J. M. Dargaville, and Samuel Luke; *elected by the Members of the General Assembly in the Auckland Provincial District*—Sir G. M. O'Rorke (Chairman), and Messrs. F. D. Fenton and E. A. Mackechnie.

Masters.—To meet the increase in the number of pupils three masters have been added to the staff—namely, in the first term of the year, Mr. J. K. Wright, LL.B., London; and in the third, Messrs. G. F. Cox, M.A., Oxford, and H. T. Carson, of University College, London. Mr. J. F. Sloman, B.A., Sydney, the valued second master, and Mr. W. H. W. Nicholls, having accepted, the former the headmastership of the Auckland High School for Girls, and the latter an appointment on the staff of the Sydney Grammar School, sent in their resignations, to take effect at the end of the year.

Numbers of Pupils.—The names on the school-roll numbered, in the first term, 321; in the second, 315; in the third, 331: as compared with 249 in the third term of 1883, and 168 in that of 1882. This continuous increase, though in itself highly satisfactory, has necessarily caused some strain upon the organization of the school, the more so as, until new buildings could be erected, the accommodation was deficient. It has also largely taxed the funds at the disposal of the Board, both in the way of ordinary expenses, since these are not met by the low fees charged, and in that of extraordinary outlay to provide increased accommodation. The numbers given include the boys attending the Ponsonby Branch School, which, however, has not been supported as the Board was led to expect.

Buildings, &c.—In September new buildings, comprising a spacious luncheon hall, with kitchen and offices, and three excellent class-rooms, were opened for use. To meet the cost of erection and furnishing the Board was compelled to avail itself, to the extent of £2,000, of its borrowing powers. About the same time a workshop, erected at a cost to the Board of £70, and fitted up with benches, lathes, and tools out of funds remaining in possession of the late cadet corps at the time of its voluntary disbandment, was opened. Various minor improvements and considerable additions to the stock of furniture and plant for use in teaching have been made. No books, however, have been added to the school library.

Scholarships, &c.—An unusually large number of scholars have been elected or received in consequence of a change in the arrangement as to the school year, which now commences in September, bringing, except in the case of the Senior Foundation Scholarships, the elections of two school years within one calendar year. One boy was elected in January to a Senior Foundation Scholarship, value £40 per annum, with exemption from fees for three years; two in January and two in September to Junior Foundation Scholarships, carrying exemption from fees only. In January eight district scholars and seven holders of certificates of proficiency, and in September eight

scholars and five holders of certificates, were admitted to free education. Two sons of masters were also admitted free, there being previously three in the school. In all, the number of boys enjoying free education in the last term of the year was forty-five, or very nearly 14 per cent. of the total number.

Subjects preliminary to Technical Education, &c.—The effort to extend and improve the education given in such subjects as natural science, drawing, and mensuration has been continued, and much is hoped from the facilities offered for becoming familiar with the use of tools in the workshop. The Board is of opinion that a great stimulus would be given to scientific and artistic education by the establishment in the colony of a system similar to that maintained in Great Britain by the Science and Art Department.

Want of Preparation, Shortness of School Life, &c.—It is, however, felt that, in common with other secondary schools in New Zealand, but probably in an especial degree, this school is hampered by the general want of preparation of the boys sent up for admission, and the shortness of the stay of those admitted. Statistics extending over a period of nearly three years show that the average continuance of a boy in this school is less than two years and a half. Thus the extent and thoroughness of the education, whether classical, literary, mathematical, scientific, or artistic, is greatly limited. In particular, the Board regrets that the advanced age at which district scholarships are, in this district, generally gained, and the shortness of the tenure, prevent them from serving, as they should do, to assist boys from the primary to pass through the secondary schools to the University.

Examiners.—The Board invited two of the Professors of the Auckland University College (Messrs. Aldis and Tucker) to undertake the annual examination of the whole school. One of these gentlemen (Mr. Aldis), however, having declared himself unable to undertake even a portion of the work, and the other being willing to carry out only a part of what was proposed, the Board found itself in a difficulty, from which it was relieved by the assistance of the Rev. C. M. Nelson, M.A., Cantab., one of the Governors, and the Rev. E. H. Gulliver, M.A., Cantab., Tutor of St. John's College, Auckland. These gentlemen examined the whole school in all subjects except natural science, in which Professor Brown kindly volunteered to examine the more advanced classes.* The Board feels that the difficulty of obtaining examiners is likely to recur year by year; the more so as, whilst it does not feel itself able to increase the sum of money (£30) set apart to provide an honorarium, it is conscious that this sum is wholly inadequate in view of the present size of the school. It hopes that either the Government or the New Zealand University may find it possible to make arrangements for the examination of all secondary schools.

Schoolhouse, &c.—The difficulty as to site continuing, and the necessity of enlarging the buildings of the day-school having compelled the Board to contract a loan, the erection of a schoolhouse has been necessarily, but most reluctantly, postponed for an indefinite time. Fresh proof, however, is continually received that the want is keenly and increasingly felt, both by residents in country districts and by those who, though able to send their sons as day-boys, would greatly prefer the discipline and supervision of a boarding-school. The Board is also convinced that the existence of a schoolhouse would be very beneficial to the tone and intellectual standard of the whole school. The provision of a luncheon-hall has enabled the Board to meet an urgent want by arranging for the supply of a substantial midday meal at a very moderate cost. The school, however, is still without a cricket-field, swimming-bath, &c., and, in consequence of this and of the absence of a schoolhouse, is probably worse off than any other secondary school in the colony in respect of those institutions for purposes of recreation which should supplement the means of mental education, and themselves impart an education of a scarcely less important kind.

Evening Classes.—Before the commencement of the first and second terms evening classes in five subjects—namely, Latin, French, mathematics, chemistry, and drawing—were advertised; but in no case did the number of applicants reach the prescribed minimum of eight.

G. VON DER HEYDE,
Secretary.

Auckland, 9th March, 1885.

2. EXAMINER'S REPORT.

GENTLEMEN,—

St. John's College, 29th November, 1884.

In obedience to the request of your chairman, I examined the Auckland College and Grammar School in mathematics, history, and geography. Separate papers were set for each class in all or some of the following subjects—algebra, Euclid, arithmetic, Roman history, English history and geography—in accordance with the scheme of work furnished by the Headmaster.

It is only right to notice that, in consequence of a recent reorganization of the school, the examination was based, not on the work of a whole year, but, in the case of the highest three Forms in each subject, on the work of two terms, and in the case of the others on that of one term.

I found the school divided into two, Upper and Lower: the former consisting of five Forms—namely, Upper and Lower V., Upper and Lower IV., and Remove, for all work except mathematics, for which it is redistributed into α , β , γ , δ , and ϵ : the latter containing (1) Upper and Lower III., Classical and Modern II., redistributed for arithmetic into A, B, C, and D and (2) Form I., which remains unaltered for English and arithmetic.

Boys not learning Latin in the Upper and Lower IV., substitute mensuration, book-keeping, commercial arithmetic, and drawing. For their benefit I set a separate paper in mensuration.

Only one boy, Morrison, had been reading plane trigonometry and mechanics, and he, unfortunately, being absent on sick-leave, I had no opportunity of testing his proficiency.

With regard to the various departments of the school, the opinion I have formed as the result of the examination may be gathered from the remarks appended to each class in the respective subjects.

* For Mr. Nelson's report, see p. 35, *post*. Professor Brown's report not received.—SECRETARY FOR EDUCATION.

UPPER SCHOOL.

Mathematics.

Form α .—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 β .—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 γ .—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 δ .—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 ϵ .—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.

In regard to the junior classes, I may be permitted to draw attention to the fact that little boys are often heavily handicapped in an examination on paper, owing to their want of ability to handle and systematically arrange their knowledge.

Although I am unable to give any formal marks for spelling, yet I had occasion to notice that many of the papers were deficient in this respect.

The marks gained by the boys in their respective classes have been already placed in the hands of the Headmaster.

I have, &c.,

E. H. GULLIVER, M.A.,

Late Scholar of Pembroke College, Cambridge.

The Governors of the Auckland College and Grammar School.

3.—STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

[NOTE.—This statement was received after the Appendix to the Eighth Annual Report of the Minister of Education was printed; hence the discrepancy between tables 9 and 10 in that report, and similar tables printed at the end of this paper.]

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance in hand, 1st January, 1884 ..	44	14 0	By Overdraft, 1st January, 1884 ..	705	19 4
Leasehold rents collected	3,464	0 10	Office salary and expenses	222	6 11
Weekly rents collected, less due for 1885	610	2 0	Elections expenses	7	3 10
School fees	2,505	15 0	School salaries	4,021	5 0
Old buildings sold	180	10 0	Ditto, Ponsonby branch	267	14 9
Loan for addition to Grammar School buildings	2,000	0 0	Examinations—		
Balance due Bank of New Zealand, 1st January, 1885	1,285	3 2	Examiners' fees	67	16 0
			Other expenses	32	16 6
			Scholarships	40	5 4
			Books, prizes, &c.	129	7 10
			Advertising and printing	13	11 6
			Lighting, &c.	32	13 11
			Water, &c., school	36	10 7
			Ditto, property	31	17 11
			School-buildings—new works ..	1,970	15 3
			Repairs to buildings, &c.	51	2 3
			Insurance	49	11 0
			City rates	103	6 2
			Parnell rates	52	5 10
			Interest on loan	40	0 0
			Ditto, on overdraft	40	19 0
			Repairs and improvements	66	9 9
			Law expenses	10	18 0
			Property expenses	145	18 10
			School furniture, &c.	255	12 0
			Miscellaneous expenses	15	0 0
			Embezzlement by late Secretary ..	1,678	17 6
	<u>£10,090</u>	<u>5 0</u>		<u>£10,090</u>	<u>5 0</u>

Auckland, 5th June, 1885.

G. VON DER HEYDE,
Accountant.

I have examined the books and vouchers as corrected for the year ending 31st December, 1884. The item of "weekly rents" cannot be accurately stated, owing to irregularities and want of details during the latter part of the year; consequently the amount of deficiency stated is approximate only, and to be taken as that ascertained to date. With these exceptions, I certify the accounts and statement of receipts and expenditure to be correct.—L. A. DURRIEU, Provincial District Auditor.

STATEMENT of ASSETS, LIABILITIES, and ENGAGEMENTS, 1st January, 1885.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Value of endowments	40,000	0 0	Bank of New Zealand overdraft ..	1,285	3 2
Value of Grammar School, buildings ..	8,000	0 0	Loan for additions to school-buildings	2,000	0 0
and furnishings			Balance due contractors for school buildings	100	0 0
Value of other buildings, let to weekly tenants, old, say	1,200	0 0	Other outstanding claims, per schedule	614	1 5
Rents outstanding	235	11 3			
School fees outstanding	98	0 0			
	<u>£49,533</u>	<u>11 3</u>		<u>£3,999</u>	<u>4 7</u>

Engagements—Agreement with Headmaster for ten years, at £700 per annum, besides capitulation allowance; seven years unexpired.

Seen.—L. A. DURRIEU, Auditor, 5th June, 1885.

G. VON DER HEYDE,
Accountant.

AUCKLAND GIRLS' HIGH SCHOOL.

1. BOARD'S REPORT.

THE Board presents the following report of the school for the twelve months ending the 31st December, 1884 :—

The number of pupils on the roll for the last term was 228. In 1883 the number was 225. The classification of pupils according to age is as follows: Under ten years, 6; between ten and fifteen, 119; between fifteen and eighteen, 92; and over eighteen years, 11: total, 228. The average attendance for the last term of the year was 201.

The annual fee for instruction was increased to £10 10s. for the upper Forms. The fee for the lower Forms remained at the rate of £8 8s. a year.

There is no boarding department attached to the school.

The school-year was divided into three terms of equal length as follows: (1) January 30th to April 26th, (2) May 19th to August 16th, (3) September 15th to December 15th.

An examination of the school was held at the end of the second term, in August. The examination of the upper Forms, V. and IVa., was undertaken, at the Board's request, by Professors Tucker, Thomas, and Aldis, of the Auckland University College. The remainder of the school was examined by the Board's Inspectors of Schools. The examination in each Form was based upon the work actually done during the school-year. Copies of the examiners' reports are appended. A careful revision of the prospectus and course of study was made during the year.

The Board has prescribed as an entrance examination to be passed by applicants for admission to the school, the requirements of the Third Standard in reading, spelling, and writing, and of the Second Standard in arithmetic and geography. This entrance examination is conducted by an Inspector of Schools.

Three scholarships, of the value of £15 a year, tenable for two years, were awarded to pupils of Form IVa., upon the result of their work at the annual examinations. Certificates of merit were also awarded to 150 pupils, who had gained an average of half-marks.

Sixteen district scholars and seven holders of certificates of proficiency received free tuition during the year. The reports of their conduct, attendance, and progress in study were satisfactory.

The Board has appointed a visiting committee of four members to visit the school once a month, and to report upon its state and requirements.

A statement of accounts for the year is appended. The income from fees was £1,898 17s. 6d. The usual grant of £1,000 was voted by Parliament in lieu of endowment.

The expenditure on salaries and management was £2,354 7s. 7d.; on examinations, £52 7s. 6d.; on scholarships, £60 7s. 6d.; on printing, stationery, and advertising, £207 8s. 6d.; on cleaning and sundries, £108 6s.: making a total of £2,782 17s. 1d. expended during the year upon maintenance alone. Besides this expenditure, the charges for rent, repairs, furniture, and additional class-room amounted to £814 2s. 4d. The total expenditure exceeded the actual income by more than £600.

It will thus be seen that without the parliamentary vote of £1,000 the school could not be maintained. A permanent and adequate endowment is required. So large and important a school ought not any longer to be dependent upon an annual vote for its maintenance. To quote from last year's report: "Other secondary schools are richly endowed, some to the extent of £2,000 or £3,000 a year. Their endowments are yearly increasing in value; and they are provided with handsome and capacious buildings, fitted up with all necessary appliances. On the other hand, the Auckland Girls' High School—having, with a single exception, the largest attendance of any secondary school within the colony—is both unendowed and unendowed."

The provision made under "The Auckland Girls' High School Act, 1878," for an endowment of land to the value of £5,000, to be selected from the education reserves in the Auckland District, has remained a dead-letter. An endowment of land to the value of £5,000 is quite inadequate, and to appropriate a number of small reserves scattered over the country would give an endowment of little value, besides diminishing to a large extent, if not wholly absorbing, the ordinary reserves for primary and secondary education. The Board has asked Government to introduce a Bill to provide for an endowment in land to the value of £25,000, to be selected from any unappropriated Crown lands, and it is hoped that early and adequate provision will be made accordingly.

The present lease of the school-building will terminate in December, 1886. The Board has not yet received a transfer of the Howe Street property, promised by Government as a site for the future location of the school; but steps are being taken to secure a fulfilment of the promise. The buildings in Upper Queen Street are very inconvenient, and require a large outlay for repairs over and above the charge of £300 a year for rent.

The school has sustained a severe loss through the resignation of Mr. Neil Heath, after a connection of nearly seven years' duration as Headmaster. Mr. Heath resigned upon his appointment to the Headmastership of the Boys' High School at Napier. The Board felt a special regret at parting with Mr. Heath, through whose exertions mainly the school had been raised to its present satisfactory condition.

The Board having advertised for a Headmaster, Mr. John F. Sloman, B.A., Senior Mathematical Master of the Auckland Boys' College and Grammar School, was selected from among eighteen candidates to fill the appointment.

Auckland, March, 1885.

SAMUEL LUKE,
Chairman.

2. PROFESSOR TUCKER'S REPORT.

GENTLEMEN,—

Auckland, 3rd September, 1884.

I have completed the examination of the upper part of the Auckland Girls' High School in the subjects which you did me the honour to intrust to me, and I herewith submit my report upon the English, Latin, and French work of Forms V. and IVa.

1. *English*.—The English literature of Form V. showed work of high average merit. Particular words and phrases were fully explained, and the general knowledge of the subject-matter was wide and useful. Perhaps more attention might be paid to derivations, and I could wish that the girls were better practised in clear and direct answering. The rather roundabout answers which were the rule did not arise, as they usually do, from ignorance and an attempt to throw dust in the examiner's eyes, but simply from lack of practice. It is quite time that this class learned to estimate the relative importance of their items of knowledge. The knowledge itself subsists to a very commendable extent. The excellence of the English composition of this Form is one of the most gratifying features of the school. The marks obtained were high and unusually equalized. The language was natural, the grammar free from lapses, and the spelling nearly faultless. In English language and grammar the answers display careful and lucid teaching, and a wise expenditure of study. The analysis was especially excellent, and the knowledge of grammatical history very sound. I am glad to find that a certain superficiality, of which I complained last year, is now removed. The weakest part of the work is that which deals with the beginnings and relationship of the language. In Form IVa. I was not so well satisfied with the English language and grammar

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 accident 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 accident 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 accident 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.

4. PROFESSOR THOMAS'S REPORT.

GENTLEMEN,—

Auckland, 15th September, 1884.

I have at your request examined the two upper Forms of the Girls' High School in history, geography, German, laws of health and domestic economy, and physics, and I have now the honour of submitting to you the following report:—

English History.—The girls in Form IVA. show a very fair knowledge of their work; but there is a tendency amongst too large a proportion of them to fall back upon the imagination when the memory fails. It would be better for them to leave a question unanswered or incompletely answered than to give an answer which is a combination of hazy recollections and guesses. The papers sent in by Form V. were very good on the whole, and a few were excellent. The teaching appears to be well carried out; but a little more thought might be expected, at any rate from the older girls. They manifest a good knowledge of facts, but the bearing of these on the development of the nation scarcely seems to be appreciated.

Roman History.—More inequality is shown in the answering of this paper; but this seems to be partly due to the insufficient time allowed for it. Some of the answers were, however, very pleasing.

Geography.—The paper set for Form IVA. was not difficult, but it was scarcely so well answered as it ought to have been, and some of the answers returned were very weak. But even here some of the girls wrote very fair papers. The map of the North Island should have been better drawn, and too many of the girls are under the impression that Auckland is on the west coast of the Island. Form V., on the other hand, sent in a most excellent set of papers. More attention appears to have been paid to physical geography during the past year, and with good results.

German.—This does not seem to be a favourite subject, and from Form V. only one paper was received. The composition and grammar were not very good, but the translation was rendered in a pleasing manner and with accuracy. In Form IVA. the grammar and composition were rather weak, and the translation, with one marked exception, was very poor. I am of opinion that it would be better for this Form to undertake a smaller portion of work, going through it more slowly and thoroughly.

Laws of Health and Domestic Economy.—The papers written by Form IVA. were very satisfactory, whilst those of the Fifth Form were even better, attaining a very high average. There is still some weakness shown in the physiology, but there is an improvement in this respect over last year.

Physics.—In criticising the work of the Fifth Form on this subject it must be remembered that the time devoted to its study is very limited—apparently only ten hours in the year. For this length of time the results are good, a few of the papers being very well done; but there are many signs indicating that much of the knowledge is book-knowledge, and not based on the observation of experiments. Thus, a very large proportion of the girls were unable to describe a barometer correctly, confusing it with the thermometer. Such a mistake could never be made by so large a number of girls if they had carefully observed the instruments.

Reviewing the whole of the work examined by me, the efficient state of Forms IVA. and V. appears to be maintained, and, so far as I am in a position to judge, there is, on the whole, no falling-off as compared with last year. I again notice the fact that few or no bad papers are returned, indicating that the discipline and arrangement of the Forms are good, and that careful attention is paid to the progress of the whole of the pupils, and not of the brighter ones alone.

The Board is to be congratulated on the excellent work done by the school.

I have, &c.,

ALG. P. W. THOMAS.

The Education Board, Auckland.

5. REPORT of the INSPECTORS.

Auckland, September, 1884.

English.—The work in the various subjects under this head was, except in one particular, satisfactory. The parsing was better than that of last year, and the knowledge of the meaning of the passages learnt by heart was also better. The pupils are in some of the classes starved, so to speak, by the meagre explanations given in the text-books in use. A great many of the composition papers were really excellent. The spelling of IVB. was good; that of IVc. and the forms below it must be called bad. This was shown in all the papers. Transcription, practised in a systematic manner, would probably in a great measure cure this defect.

Writing.—The writing in the whole school showed a marked, indeed a most wonderful, improvement.

Reading.—The reading was not so good as that of last year. It was in many cases monotonous; generally there was little modulation of the voice attempted. Pupils require variety in their reading—prose and poetry, dialogue and narrative. It is but fair to state that the reading was in many cases heard at a disadvantage to the readers, in rooms to which noise penetrated.

Laws of Health.—The papers in this subject were well answered. This showed that much attention had been given to the subject.

Geography.—It would appear that this subject had been taught more from books than from maps. The pupils were well acquainted with the productions of countries, and with the commercial importance and special manufactures of many towns in England. Physical geography all through was not well answered.

History.—The pupils in Form I. answered the questions put to them satisfactorily. In the other Forms many of the papers were exceptionally good, but a large proportion was not thought worthy of half-marks.

Object-Teaching.—In this subject the papers may be called good on the whole. Those of Form I. were relatively better than those of Form II. There was a tendency in many cases,

especially in Form IVB., to give answers got from books and not from observation. Teachers are led much astray by object-lesson books. It is singular that only one pupil gave evidence of having found out that a horse has a mane and a cow has not.

Arithmetic.—Some of the arithmetic in all the forms except Form IVc. was good. That of Form II., upper division, was very good. The arithmetic set down as having been learnt appeared in many cases above the powers of the pupils.

Euclid.—There were some good papers from IVB., but the want of thoroughness of many of the pupils showed that too much had been attempted. The papers of IVc. were much better.

Algebra.—The algebra of IVB. and IVc. was not good. There was evidence here also of an effort to do too much, and of a lack of thoroughness.

French.—With the exception of the grammar, which was weak in IIB., and the rendering of easy sentences into French, which few attempted in IIIA., and which was attempted with unsatisfactory results in III., the work of the Forms from I. to III. was satisfactory. The translation and the grammar of IVc2. were very fair; but the work of IVc. was not so good as might have been expected considering the easiness of the paper set. The attempts to render English into French were not successful. The work of IVB2. was unsatisfactory throughout.

Latin.—The Latin of the three divisions of IVc. was very satisfactory, that of the lowest division being particularly good. In IVB. the translation was fair, as were also the answers to the questions in the accident. Some did not attempt the rendering of English into Latin, and the attempts of those who did were, with one exception, unsuccessful.

Sewing.—The report of the examiner in sewing, which is appended, seems favourable.

Drawing.—The examiner reports favourably of the drawing.

Singing.—The examiner is of opinion that the results were good, taking into consideration that the tonic sol-fa system was begun in the school in February last. Of the paper work he says, “The bulk of the papers contain very satisfactory answers, showing that the writers have mentally grasped the subject, and not a few are written in language that is technically exact.”

Calisthenics.—The instructor reports that the exercises were performed by all the girls in a very satisfactory manner, and that “the marching in slow time is deserving of special mention, the same being performed with a graceful and easy carriage.”

The results of this examination indicate that the school suffers through nearly the whole of its junior division from the unprepared state in which many of the pupils enter. If to pass an examination somewhat easier than that set down for Standard III. in the primary schools were required as a preliminary to entrance, the work of the teachers would be rendered much easier and the school would undoubtedly benefit.

R. J. O'SULLIVAN.
PONSONBY PEACOCKE.
WILLIAM FIDLER.

6. REPORT OF EXAMINER ON SEWING.

I BEG to forward my report of the sewing of the Girls' High School.

The work of the Fifth Form, as regards the cutting-out, is satisfactory; the number of failures is owing, in a great measure, to the “grafting” being unattempted, and other parts of the sewing being incomplete.

As in Form V., the work of Form IVA. is, in a few individual cases, excellent; where there are failures, they are in the “whipping” and “darning.”

The failures of Forms IVB. and IVc. are in the “tucks,” and the joining of the two pieces of calico; but there is good work in some instances.

The sewing of Form III. is satisfactory; the stitching, darning, and buttonholes are good.

In individual cases the work of Form II. is satisfactory; but the failures are in the gathers, and the fixing into band.

For a junior form I consider the sewing of Form I. to be particularly neat.

ANNIE G. JERRAM,
Assistant Teacher, Wellesley Street School.

7. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1884.

Receipts.		£	s.	d.	Expenditure.		£	s.	d.
To Balance in hand, 1st January, 1884 ..		960	15	8	By Office salary		40	0	0
Vote of the General Assembly—Balance 1883-84, £500; part 1884-85, £500 ..		1,000	0	0	Teachers' salaries and allowances ..	2,314	7	7	
School fees		1,898	17	6	Examinations—				
Interest on Deposit Account		28	10	1	Examiners' fees	35	14	0	
					Other expenses	16	13	6	
					Scholarships	43	2	6	
					University College fees	17	5	0	
					Printing, stationery, and advertising ..	207	8	6	
					Cleaning, fuel, light, &c.	108	6	0	
					Furniture	166	12	7	
					Site and buildings—				
					Purchases and new works	206	15	0	
					Fencing, repairs, &c.	135	13	1	
					Rents, insurance, and taxes	305	1	8	
					Balance, 1st January, 1885, cash on deposit, £600; less overdraft current account, £308 16s. 2d.	291	3	10	
		<u>£3,888</u>	<u>3</u>	<u>3</u>		<u>£3,888</u>	<u>3</u>	<u>3</u>	

SAMUEL LUKE, Chairman.
VINCENT RICE, Secretary and Treasurer.

I hereby certify that I have examined the accounts and vouchers of the Auckland Girls' High School for the year ended 31st December, 1884, and that I find them to be correct, and the expenditure according to law.—L. A. DURRIEU, Auditor, 25th February, 1885.

THAMES HIGH SCHOOL.

I. BOARD'S REPORT.

SIR,—

Thames, 24th April, 1885.

I have the honour herewith to forward you the annual report of the Board of Governors of the Thames High School, also the statement, duly audited, of their receipts and expenditure for the year ended the 31st December, 1884.

The Governors are pleased to say that the number of pupils attending the school shows a steady increase, the school-roll showing an average of sixty-two pupils this year as against fifty-six for 1883. This, the Governors think, is evidence that the public are beginning to appreciate the advantages offered at the school for obtaining a good, sound, useful education.

Financially, too, the past year has been a most satisfactory one, as will be seen on reference to the balance-sheet. One of the items—£908 8s. 4d., proceeds of sale of township—perhaps calls for special mention. Towards the close of 1883 the prospects of the Te Aroha Goldfield were considered to be of such a kind as to call for an extension of the Waiorongomai Township. This could only be done by taking a portion of one of the already-leased agricultural sections for that purpose, none of the land left in the hands of the Board being suitable. Amicable arrangements were therefore made with the lessee of section No. 13, and the allotments were sold at auction for the balance of the lessee's lease—about nineteen years—the result being that the before-mentioned sum accrued to the revenues of the school. In consequence of this fortunate circumstance the Governors were not only able to dispense with any monetary vote from Parliament, but to enlarge and improve the school-grounds, and to place a sum of £600 at interest in the Bank of New Zealand. The other main source of revenue—that from the Aroha Goldfield—shows a rather serious decrease—viz., from £745 17s. in 1883 to £563 2s. 7d. in 1884—caused, doubtless, by the great depression existent on that field—a depression which, the Governors regret to say, is still existing with, perhaps, even greater severity than before.

During the year the Governors instituted evening classes in connection with the school, which, they are pleased to say, were very successful, the number of pupils attending them being twenty-three, nearly all of whom were teachers, young mechanics, and apprentices. The fee charged was a merely nominal one—viz., 10s. for each subject taught—and the term was six months.

The Governors would again call the attention of the Minister of Education to the matter of school examinations. Although they have spared no expense in having the school examined by the most competent authorities—viz., by Professors of the Auckland University College—they are of opinion that it would be far more satisfactory to have the examinations conducted by one who was also examiner of other secondary schools, in order to know not only the actual status of the school, but also its status compared with that of other secondary schools in New Zealand. The great expense also which these examinations entail, the Governors think, should not have to be borne by the school.

The teaching staff are giving every satisfaction, and a perusal of the examiners' reports will show the success that has attended their efforts.

I have, &c.,

W. FRASER,

Chairman, Board of Governors.

The Hon. the Minister of Education.

2. PROFESSOR TUCKER'S REPORT.

GENTLEMEN,—

Auckland, 18th December, 1884.

I have the honour herewith to submit my report upon those subjects which fell to my lot in the recent examination of the Thames High School. Those subjects were Latin, English grammar and composition, English history, arithmetic, and algebra. The two higher classes were examined by set papers; the third class was examined orally at the Thames. I offer my judgment upon the several subjects in detail, so that your Board may be in a position to compare this year's work with that of last. The questions proposed were of about equal difficulty in the two cases.

1. *Latin*.—In Class I. the translation was, as last year, the best feature in the Latin work. It would compare well with such work elsewhere. But in accidence, elementary syntax, and translation into Latin, the class was lamentably weak. If grammar is not taught at this stage, it is vain to expect that it will ever be learned at all; and I am compelled to say that the part which it is most essential for such a school to cultivate is precisely the part most neglected at the Thames. In Class II. many are beginners, and hence it is somewhat difficult to frame a fair report; still, making due allowance for this drawback, I do not feel justified in commending the average work shown up. I would strongly recommend a reformation in the Latin teaching. Either too little interest or too little time is manifestly allotted to the subject. Yet, if Latin is to be taught at all, it must be taught soundly and zealously.

2. *English*.—In the English composition the school did well throughout. Both style and matter show a marked improvement upon last year, and it is evident that the subject is well taught and appreciated. No class was entirely disappointing. The writing was in the main very fair; but I am as dissatisfied as before with the spelling of a large part of the Upper School. In English grammar some members of Class I. did very good work. A fair knowledge of the whole subject was displayed by Division A and some of Division B; but in the latter division the parsing revealed some grave fundamental errors. I asked for corrections of certain faulty passages: in most cases the pupils were quite unable to detect the mistakes. I should recommend occasional practice in this exercise. Class II. did the paper but poorly, showing a great want of thoroughness. Some who could write about adverbial sentences of concession had no idea how to explain an abstract noun, or similar terms. No corrections were attempted; but the analysis and parsing were very well done. The beginners of Class III. were examined in reading and dictation. Their teacher performs a difficult task very satisfactorily. In English history nearly all the papers of Class I.

were highly creditable. The period had been studied carefully, and the marks were this year very well equalized. Almost the same may be said of Class II., in which I would specially mention the good work of Hansen and Hammond. In Class III. several pupils answered very intelligently: the low average of marks obtained by the whole class is, in my opinion, due to the presence of some young children, who should have received a preparatory training.

3. *Arithmetic*.—In this subject the work was generally good in point both of method and of accuracy. I should, however, like to see less inequality in one and the same class. The classes seem all equally well taught.

4. *Algebra*.—Division A of Class I. showed considerable proficiency in this subject. Division B was very much weaker, and should, I think, have produced better results.

General.—I notice a very decided improvement in the tone of the work of this school. Last year I drew attention to certain shortcomings, and I am glad to observe that those shortcomings have received due consideration for the most part. There is, however, much scope yet for greater thoroughness. I am aware of the many difficulties in the way of the steady advancement of a school such as this, but there are no difficulties of such a nature as to preclude carefulness and honesty of work so far as it goes. I seem to notice a lack of animation about certain subjects of study; and I would urge that, if the school is to make progress, there must be more earnestness imparted to the study of Latin, and less rote and more vivacity in the study of English. It seems especially surprising to me that no book of English literature had been read by even the highest class.

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 Thames High School Board.

3. PROFESSOR BROWN'S REPORT.

GENTLEMEN,—

University College, Auckland, 17th December, 1884.

I beg herewith to submit to you my report on the portion of the examination of the High School which was undertaken by me. This portion comprised the subjects of geometry, geography, chemistry, and French.

Geometry.—The first division of the First Class did well; but in the second division the results were very unequal, and many of the answers were, I regret to say, quite unintelligible. In the Second Class, J. Hansen and S. J. Hetherington distinguished themselves in the first division, and A. Styak in the second. The other sets of answers were of average merit. The comprehension of Euclid's propositions is greatly facilitated by practice in the solution of simple geometrical problems. The value of such problems, which may with great advantage be set even to those who are only beginning the subject, has, I fear, been too much disregarded.

Geography.—With the exception of Class IA., the results were very poor, the answers for the most part being slovenly and inaccurate. It would appear that there has been too little reference to maps, too little description of places, and too much learning by heart of lists of names.

Chemistry.—The answers sent in by Class IA. were remarkably good—indeed, they were the best which I have met with for a long time past: the problems were solved and the calculations carefully and accurately carried out. Unfortunately these remarks are in no way applicable to the second division of Class I., in which the knowledge of chemistry is of the most meagre description. In both divisions of Class II. fair progress has been made with this subject. The answers returned by Harold Coney were of special excellence.

French.—Some of the papers were good, but most of the work of both classes was very poor. The translation into French was especially bad, as many as five or six mistakes in a sentence of twelve words being by no means uncommon. I drew attention last year to the want of care in this subject, and my remarks apply this year with even greater force.

The children in the Third Class are, in my opinion, well taught, and are making good progress.

I have, &c.,

FRED. D. BROWN,

Professor of Chemistry and Physics in the Auckland
University College.

The Thames High School Board.

4. REPORT ON DRAWING.

We have examined the drawings as requested by the Board of Governors, and consider that the prizes should be awarded as follows: First prize to the drawing marked "Epsilon," second prize to the drawing marked "Alpha," third prize to the drawing marked "Lambda." We also commend the drawings marked "Kappa," "Delta," "Gamma" respectively. We consider the work presented for our inspection, in general, above the average of that usually done in schools.

F. TIZARD.

L. NEILL.

Thames, 18th December, 1884.

5. REPORT ON SEWING.

We have examined the sewing as requested by the Board of Governors, and we adjudge the prize in the First Class—viz., those over fifteen—to the work marked No. 21, and we also commend Nos. 28 and 25. In the Second Class—viz., those between thirteen and fifteen years—the prize is awarded to No. 10, and we also commend Nos. 12 and 17. In the Third Class—viz., those under thirteen—the prize is awarded to No. 1, and we also commend Nos. 2 and 4. Generally speaking, we found the hemming good, but there is still room for improvement in the stitching, gathering, and joining.

F. TIZARD.

L. NEILL.

Thames, 18th December, 1884.

6. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£ s. d.	<i>Expenditure.</i>		£ s. d.
To Balance in hand, 1st January, 1884—			By Management—		
At fixed deposit in Bank of New Zealand		600 0 0	Office salary		30 0 0
Current account		285 9 11	Other office expenses		7 2 8
Current income from reserves		268 8 1	Other expenses		1 15 0
School fees		377 17 6	Teachers' salaries		962 17 8
Goldfields revenue		563 2 7	Examinations—		
Sale of township leases		908 8 4	Examiners' fees		33 12 0
Interest on fixed deposits		18 0 0	Other expenses		12 17 6
			Prizes		10 14 0
			Printing, stationery, and advertising		22 7 0
			Cleaning, fuel, and light		37 2 0
			Sites and buildings—		
			Purchase of land		85 0 0
			Fencing, repairs, &c.		116 7 8
			Rents, insurance, and taxes		15 11 3
			Interest on current account		0 12 3
			Endowment— expenses of survey and management		26 16 6
			School requisites		114 18 6
			Balance, 1st January, 1885—		
			At fixed deposit in Bank of New Zealand		1,200 0 0
			Current account		343 12 5
		<u>£3,021 6 5</u>			<u>£3,021 6 5</u>

W. FRASER, Chairman.

RICHARD A. HEALD, Secretary.

I hereby certify that I have examined the books and vouchers of the Thames Boys' and Girls' High School for the year ending 31st December, 1884, and that I find them to be correct.—L. A. DURRIEU, Auditor, 6th March, 1885.

WHANGAREI HIGH SCHOOL.

1. BOARD'S REPORT.

SIR,—

Whangarei, 25th April, 1885.

In accordance with section 8 of the Whangarei High School Act, I beg to forward the enclosed audited balance-sheet up to the 31st December, 1884.

I am instructed by the Governors to report that the school was closed on the 31st August, 1883, from the resignation of the Headmaster, Mr. Smeaton, from ill-health, and was reopened on the 28th January, 1884, under the mastership of the Rev. J. F. Hawkes, and continued open till the 31st December, 1884, when it was closed for a period, the funds at the disposal of the Governors being exhausted. Several applications have been made to the Commissioners of Reserves for aid to keep the school open, but without success.

The Governors are sorry to report that the school has not been supported by the public as well as they could have wished, the monthly average attendance being only 7·3. Under these circumstances, and the want of funds, the Governors closed the school for a period.

I have, &c.,

WM. BEDLINGTON,

Chairman.

The Hon. the Minister of Education.

2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£ s. d.	<i>Expenditure.</i>		£ s. d.
To Balance in hand, 1st January, 1884		261 6 2	By Teacher's salary and allowances		183 6 8
Current income from reserves		5 0 0	Printing, stationery, and advertising		7 9 6
School fees		28 17 10	Cleaning, fuel, light, &c.		4 2 0
Books, &c., sold, and other refunds		5 1 6	Book and stationery account, and other temporary advances		6 15 4
			Rents, insurance, and taxes		48 8 0
			Sundries unclassified (law expenses, £2 17s. 6d.; cheque-book, 2s. 1d.)		2 19 7
			Balance, 1st January, 1885		47 4 5
		<u>£300 5 6</u>			<u>£300 5 6</u>

WM. BEDLINGTON, Chairman and Secretary.

I hereby certify that I have examined the books and vouchers of the Whangarei High School for the year ended 31st December, 1884, and that I find them to be correct. I find a (comparatively) large amount of school fees are in arrear.—L. A. DURRIEU, Auditor, 10th April, 1885.

NEW PLYMOUTH HIGH SCHOOL.

1. BOARD'S REPORT.

SIR,—

New Plymouth, 19th March, 1885.

I have the honour to forward the following report on the New Plymouth High School for the year 1884:—

The attendance has fallen off considerably, the number on the roll on the 31st December being thirty-six, against fifty-seven on the 31st December, 1883. The decrease is attributable to the closing of the preparatory class and to the opening of the New Plymouth Central School for primary education. The Board trusts that the new arrangements for teaching the junior classes will lead to a larger attendance.

WANGANUI ENDOWED SCHOOL.

1. REPORT.

SIR,—

Wanganui, 28th January, 1885.

I have the honour to forward you returns of the Wanganui Endowed or Collegiate School for the year ending the 31st December, as requested in your circulars of 5th, 9th, and 18th September.

I am sorry to be so late in letting you have them; but, as the annual accounts of the trustees are made up for the year ending the 30th June, I have had to rearrange the first six months of the year, and work them in with the last six, of which no accounts have been made up for the trustees. For this reason I cannot get the signature of the auditor. The accounts, duly audited up to the 30th June, are in the hands of Mr. C. P. Powles, of Wellington, the secretary to the Board, who will, I dare say, obtain the signature of the chairman to these papers if required.

In the general return of endowments, column No. 5, I have put in the value per acre as it was estimated in 1878, when the 5a. 3r. 32p. were sold to the Railway Department. I could not undertake to put a separate value on each block or section.

The trustees do not receive any boarding-school fees, as this is under the entire management of the Principal.

I have, &c.,

EDWARD CHURTON,

Attorney to the Trustees.

Secretary, Education Department, Wellington.

2. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1884.

Receipts.		£ s. d.		Expenditure.		£ s. d.	
To Rents ..	..	639	3	By Salaries ..	..	995	5
School fees ..	..	972	18	Interest ..	..	243	16
			0	Insurance ..	..	30	10
				Repairs ..	..	3	15
				School-porter ..	..	8	10
				Rates ..	..	11	4
				Advertising, printing, and prizes ..	..	29	8
				Gas and fuel ..	..	39	18
				Law expenses..	..	23	5
				Petty cash ..	..	9	13
				Commission ..	..	56	5
		£1,612	1			£1,451	11
			9				3

EDWARD CHURTON, Attorney to the Trustees.

WELLINGTON COLLEGE.

1. REPORT OF EXAMINERS.

GENTLEMEN,—

Wellington, 12th December, 1884.

We have the honour to report that in conformity with your instructions we have recently examined the College. To do justice to the work assigned us we began with some of the subjects three or four weeks ago, and only concluded our labours yesterday. It will thus be seen that the examination has not been a hasty and superficial one, but, on the contrary, a very careful and searching one. We have endeavoured to ascertain with as much accuracy as possible the exact standing of each pupil in the various subjects of the course. The examination was conducted entirely in writing in the Upper School; in the Lower it was partly written and partly *viva voce*. During the course of it each of us visited the College several times, and on each occasion spent some hours there, and had an opportunity of visiting the various class-rooms and seeing the boys at their work. The results of the examination have been tabulated, and are appended hereto. We shall not, therefore, trouble you here with details, but content ourselves with merely offering a brief summary of the general results. We shall take the subjects of the curriculum *seriatim*.

Beginning with languages, we note with pleasure that four boys have this year been studying Greek. Two of them have done little more than broken ground; a third has gone through Smith's *Initia Græca*, and shows a fair knowledge of what he has learned. Treadwell alone, however, has done anything deserving of note, having read a book of Xenophon and a play of Euripides. He showed a very creditable knowledge of the work he had done, and also of the accidence of the language. Of course, from want of public encouragement, the study of this subject languishes here as in all the secondary schools of the colony.

The sister language (Latin) is carefully taught throughout the whole school. In both divisions of the Fifth Form a large amount of work has been overtaken and fairly mastered, indicating much hard work on the part alike of master and pupils during the year. In examination the upper division acquitted itself very well, only two failing to pass. The same cannot be said of the lower division, for out of seventeen only seven gained the necessary number of marks to entitle them to pass. It must be borne in mind, however, that the examination papers in this Form are very testing, as they are drawn up on the lines of the New Zealand University examination for junior scholarships and matriculation. The Fourth and the three lower Forms acquitted themselves to our entire satisfaction. Their answering, both on paper and orally, was such as to reflect the highest credit on the several masters for the careful manner in which the boys have been grounded in the rudiments of the language.

The only other language taught in the College is French. From the results obtained in the various classes we have no hesitation in saying that this subject is taught with more than ordinary zeal and care, and therefore with more than usual efficiency.

Coming now to mathematics, we have much pleasure in reporting that this subject in all its branches is most efficiently taught throughout the whole school. Both divisions of Form V., with two

exceptions, passed in all the four branches, gaining very high percentages in several of them. The Upper Fourth did not come out as well as we could have wished in geometry, but did excellent work in arithmetic. The arithmetic of the three lower Forms also was exceedingly good. The boys all showed an intelligent apprehension both of the principles and processes of working out their various sums, and the work was generally done with great neatness.

Closely connected with mathematics is natural science, a subject that now finds a prominent place in the course of study in every well-organized school. During the present session Mr. Mackay, the Principal, has taken up and lectured on two important branches of it—viz., mechanics and heat—in the highest Form. We were sorry to see so few present themselves for examination on this subject. The papers sent in, however, were very good, notably those of Brandon and McCredie, both of whom deserve special mention for their proficiency in this department of study.

Passing now to the English subjects, we note that the work attempted by the Upper Fifth Form is that required by the New Zealand University for its junior scholarships. On a previous occasion we referred to the wide range of this course and the indefiniteness of one of the subjects presented. We regret that the recent regulations of the University Senate, instead of diminishing the evil complained of, have rather intensified it. Nevertheless, we are happy to report that a fair percentage has been obtained by all the boys in the several subjects—English grammar, history, geography, and English literature. The papers given in on English literature show a very fair general knowledge of the chief writers of the Stuart period, considerable expertness in paraphrasing, and a capability of appreciating the beauties of Milton. In regard to the Lower Fifth, we are able to announce very creditable results. Of the seventeen composing the Form, fourteen obtained more than half-marks in all the subjects.

Of the Fourth Form, in its three divisions of Upper, Lower, and Shell, the results obtained in history, grammar, and geography were very respectable. A number in each division of this Form distinguished themselves by their answering in the several subjects, and a fair proportion obtained more than half-marks. In respect to the members of this Form who fail to come up to our requirements, their failure was largely due to weakness in parsing in the grammar subject, and want of fulness and accuracy in history. The Third Form did fairly well in geography; but we cannot report so favourably concerning the work done by it in grammar and history, the answering in the latter subject being far from satisfactory. The boys of the First and Second Forms, with a few exceptions, obtained a high percentage of the attainable marks in grammar, history, geography, dictation, and reading. They showed such a measure of proficiency in the several subjects as indicated careful and intelligent teaching.

It gives us much pleasure to report that in the majority of cases the pupils in all the Forms did their work with great neatness, and, with the exception of a few whose writing and spelling need amendment, the general style of the work was unexceptionable.

We have thus presented you with a brief *résumé* of the results of the examination just concluded. But we cannot close without offering a remark on the discipline of the school. This seems to be all that could be desired, and is maintained without apparent effort. On the whole, then, we can once more heartily congratulate you on the present state of the College, as indicated by the results of the recent inspection. Educationally and otherwise it is in a thoroughly sound and healthy condition.

There is but one thing more we should like to say. We are very sensible of the honour you have done us in appointing us year after year examiners of such an institution as Wellington College. We have endeavoured to discharge our duties to the best of our ability, and are quite prepared to stand by the estimate we have formed and expressed of the work of the school; yet, upon the whole, we venture to suggest that, in our judgment, it might be well and wise for you, in the interests of this institution and for the further satisfaction of the general public, to have an occasional change of examiners, and on the next occasion to ask one or two of the professors of one of the colleges affiliated to the University of New Zealand to examine and report on the work of the College.

We have, &c.,

A. MACGREGOR, M.A.

W. H. WEST, B.A., LL.B.

The Governors, Wellington College.

2. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ended 31st December, 1884.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Current income from reserves ..	1,018	13 10	By Overdraft, 1st January, 1884 ..	121	9 2
School fees ..	2,076	16 0	Salary and commission ..	162	15 6
Books, &c., sold, and other refunds ..	11	10 0	Teachers' salaries and allowances ..	2,419	1 8
Levin Scholarship money ..	20	0 0	Examiners' fees (two years) ..	105	0 0
Interest, Moore and Rhodes's Scholarship funds ..	74	0 0	Scholarships ..	110	0 0
Balance, 1st January, 1885 ..	630	12 11	Prizes ..	16	0 0
			Printing, stationery, and advertising ..	156	5 11
			Cleaning, fuel, light, &c. ..	36	2 0
			New works on buildings ..	49	9 7
			Fencing, repairs, &c. ..	30	16 9
			Rents, insurance, and taxes ..	68	8 9
			Interest on current account ..	26	0 10
			Rates on reserves, and fencing ..	103	4 3
			Interest on loan, and legal expenses ..	411	3 7
			Sundries, unclassified ..	15	14 9
	<u>£3,831</u>	<u>12 9</u>		<u>£3,831</u>	<u>12 9</u>

Examined and passed.—R. MACALISTER, Provincial District Auditor.

J. R. BLAIR, Treasurer.

CHAS. P. POWLES, Secretary.

3. STATEMENT of ASSETS and LIABILITIES at 31st December, 1884.

				<i>General Account.</i>									
<i>Assets.</i>				£	s.	d.	<i>Liabilities.</i>						
Fees due	213	7	6	Bank overdrafts .. .. .	..	..	..	593	6	3
Rents due	338	15	0	Cheques outstanding .. .. .	..	..	..	37	6	8
Government grant	150	0	0	Sundry accounts .. .. .	..	..	..	84	1	3
				702	2	6	Interest on loan .. .. .	..	..	..	183	16	11
											898	11	1
College buildings (cost £12,000) and College reserves, not less than	£5,500	0	0	Loan contracted for building purposes .. .. .	..	..	..	5,000	0	0
											177	0	0
											£5,177 0 0		

Turnbull Fund.

				£	s.	d.							
Invested in mortgages	1,000	0	0							
At Post-Office Savings-Bank	467	16	8							
				£1,467	16	8							<i>Nil.</i>

Moore Scholarship Fund.

				£	s.	d.							
Invested in mortgage	500	0	0							

Rhodes Scholarship Fund.

				£	s.	d.							
Invested in mortgage	200	0	0							
Deposited at interest	300	0	0							
				£500	0	0							<i>Nil.</i>

Wellington, 17th February, 1885.

Examined and passed.—R. MACALISTER, Provincial District Auditor.

4. BALANCE-SHEET of SPECIAL FUNDS for the Year ended 31st December, 1884.

Turnbull Fund.

<i>Receipts.</i>				£	s.	d.	<i>Expenditure.</i>						
Balance brought forward	1,383	4	4	Prizes, 1883 .. .. .	..	..	..	15	0	0
Interest	139	12	4	" 1884 .. .. .	..	..	..	40	0	0
							Balance .. .. .	..	..	..	1,467	16	8
				£1,522	16	8					£1,522	16	8
Balance down										
				£1,467	16	8							

Moore Scholarship Fund.

				£	s.	d.							
Balance brought forward	500	0	0	Balance .. .. .	..	..	..	500	0	0
Balance down (invested in mortgages)	£500	0	0							

Rhodes Scholarship Fund.

				£	s.	d.							
Balance brought forward	500	0	0	Balance .. .. .	..	..	..	500	0	0
Balance down (invested in mortgages)	200	0	0							
Deposited at interest	300	0	0							
				£500	0	0							

Wellington, 17th February, 1885.

Examined and passed.—R. MACALISTER, Provincial District Auditor.

WELLINGTON GIRLS' HIGH SCHOOL.

1. REPORT of the EXAMINERS.

GENTLEMEN,—

Wellington, 16th December, 1884.

We have the honour to submit to you the following report on the examination recently conducted by us of the Girls' High School. Last session, owing to its being the first year of the school's existence, the examination was comparatively lenient. This year, however, we made it as testing as that to which any school should be subjected. The papers in the English subjects, particularly, were of the same difficulty as those set for the corresponding Forms in the College. The examination was almost entirely a written one, and extended over several days. Full details of the results are given elsewhere, so that we shall content ourselves here by merely offering a few words of general comment on the work of the school during the year now drawing to a close. Besides the usual English subjects, Latin, French, and mathematics have been taught throughout the school, and, in some of the higher Forms, elementary physiology and botany.

In Latin there are four classes, and in each of them good work has been done. In the lowes

4. STATEMENT OF ASSETS and LIABILITIES at 31st December, 1884.

		<i>General Account.</i>					
		£ s. d.					
<i>Assets.</i>					<i>Liabilities.</i>		
Fees due .. ..	.. ..	116	18	6	Bank overdraft	215 11 0
Government grant .. ..	.. ..	350	0	0	Unpresented cheques	13 4 4
					Sundry accounts	17 11 1	
		£466 18 6					£246 6 5

		<i>Building Account.</i>				
		£ s. d.				
Balance in hand .. ..	.. ..	145	6	8	Alterations, &c., account due	12 2 0
Wellington, 17th February, 1885.						

Examined and passed.—R. MACALISTER, Provincial District Auditor.

NAPIER HIGH SCHOOL.

1. REPORT of the GOVERNORS.

THE Governors of the Napier High School present the following report to the Minister of Education for the twelve months ending the 31st December, 1884:—

The Governors met twelve times during the year.

In accordance with the provisions of the Napier High School Act, the following Governors retired from the Board on the 31st March: J. D. Ormond, Esq., M.H.R., as representing the Education Board; Rev. De Berdt Hovell, as representing the Hawke's Bay County Council; A. Dillon, Esq., as representing the Waipawa County Council; M. R. Miller, Esq., as representing the Wairoa County Council; and James Anderson, Esq., as representing the Napier Municipal Council. J. D. Ormond, Esq., M.H.R., and A. Dillon, Esq., were re-elected to the Board of Governors by their former constituencies, and J. N. Williams, Esq., by the Hawke's Bay County Council, J. G. Kinross, Esq., by the Wairoa County Council, and J. W. Neal, Esq., by the Napier Municipal Council.

The Girls' High School was opened under Miss Hewett, Lady Principal, and two assistant mistresses at the beginning of the school-year in the new buildings erected by the Board, with about forty pupils. Steady work was maintained during the year and a favourable commencement made in what promises to be an institution of much value to the district. The Lady Principal's report is enclosed.

The Boys' High School was under the care of the Rev. John Campbell and two assistant masters. The number of pupils was larger than it had been in any previous year, and the work performed was much of the same character as formerly. Mr. Campbell's report is enclosed.

In the month of June the Rev. J. Campbell resigned the headmastership of the boys' school. After advertising in New Zealand and the Australian Colonies, the Governors elected Neil Heath, Esq., late Headmaster of the Girls' High School, Auckland, to the position of Headmaster of the Boys' High School. He entered on his duties on the 2nd February, 1885. As a dwellinghouse for the Headmaster, with provision for keeping boarders, was necessary for the success of the school, the Governors have entered upon a contract to provide one upon the same grounds on which the Boys' High School stands.

Suitable playgrounds were formed for each of the schools during the year.

Both schools were inspected by the Inspector-General of Schools in the month of December.

The Governors sold the Waihua endowment block of 10,000 acres, and invested £5,500 by mortgage on the lands sold.

A copy of the accounts, as audited by Mr. R. Macalister, Provincial Auditor, is enclosed.

J. D. ORMOND, Chairman Board of Governors.

Napier, 13th February, 1885.

DAVID SIDEX, Secretary.

2. GENERAL STATEMENT OF RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£ s. d.		<i>Expenditure.</i>		£ s. d.	
To Price of reserves sold, £10,579, of which paid .. ..	.. ..	3,585	17	3	By Overdraft, 1st January, 1884	427	14 8
Current income from endowment reserves * .. ..	.. ..	457	7	6	Management—office expenses	5	0 0
Paid by School Commissioners .. ..	.. ..	350	0	0	Teachers' salaries and allowances	1,036	9 0
School fees .. ..	.. ..	441	5	6	Prizes	5	0 0
Books, &c., sold, and other refunds .. ..	.. ..	15	0	0	Printing, stationery, and advertising	53	10 0
Deposits, &c. .. ..	.. ..	30	0	0	Cleaning, fuel, light, &c.	43	12 6
Balance, 1st January, 1885 .. ..	.. ..	947	16	9	Book and Stationery Account and other temporary advances	81	8 7
					Site and buildings—		
					Purchases and new works	2,770	19 1
					Fencing, repairs, &c.	3	5 0
					Rents, insurances, and taxes	99	1 3
					Interest on current account	231	19 0
					Endowments—		
					Proceeds invested (£4,532 additional, invested on 7th January, will appear next year)	968	6 8
					Expenses of survey, sales, management, &c.	60	0 0
					Deposits returned, and cablegram	41	1 3
		£5,827		7 0		£5,827 7 0	

J. D. ORMOND, Chairman.

DAVID SIDEX, Hon. Secretary.

Examined and passed.—R. MACALISTER, Provincial District Auditor, 14th January, 1884.

* The sum of £305 15s. 6d. was rent received from an endowment not obtained from Government, but from the original trust.

4. BALANCE-SHEET of the COLLEGE for GIRLS, for the Year ending the 31st December, 1884.

		£	s.	d.			£	s.	d.
To Balance on 31st December, 1883, over-					By Working Account		245	19	2
draft at the Bank of New Zealand ..		2,166	10	1	Overdraft at Bank of New Zealand ..		2,163	8	10
Building Account		435	5	9	Add cheques not presented		240	17	4
Furniture Account		48	9	6					
		<u>£2,650</u>	<u>5</u>	<u>4</u>			<u>£2,650</u>	<u>5</u>	<u>4</u>

H. C. DANIELL, J. T. CATLEY, Auditors.

OSWALD CURTIS, Secretary.

5. ABSTRACT of the LOAN ACCOUNT for the Year ending the 31st December, 1884.

		£	s.	d.			£	s.	d.
Amount outstanding on loan on the 31st					Amount outstanding on loan on the 31st				
December, 1883		10,300	17	6	December, 1884		12,267	5	0
Balance to credit of Loan Account at the					Balance to credit of Loan Account at the				
Bank of New Zealand on the 31st					Bank of New Zealand on the 31st				
December, 1883		5,271	12	9	December, 1884—				
		<u>£15,572</u>	<u>10</u>	<u>3</u>	Fixed deposit		1,000	0	0
					Current account		2,305	5	3
							<u>£15,572</u>	<u>10</u>	<u>3</u>

H. C. DANIELL, J. T. CATLEY, Auditors.

OSWALD CURTIS, Secretary.

6. ESTIMATED ASSETS and LIABILITIES on the 31st December, 1884.

<i>Assets.</i>		£	s.	d.	<i>Liabilities.</i>		£	s.	d.
Mortgage securities—					Governors of College—				
General endowment		8,667	5	0	Amount of fees invested		1,500	0	0
Scholarship endowment		1,000	0	0	Amount of fees due 31st December,				
Simmons Prize		100	0	0	1883		120	17	6
Governors' fees		1,500	0	0	Amount of fees due 31st December,				
On fixed deposit—					1884		100	0	0
Permanent Building Society ..		1,000	0	0	Mrs. Edwards—loan at 6 per cent. in-				
Balance of Loan Account (general en-					terest		5,000	0	0
dowment) at Bank of New Zealand on					Balance of purchase-money of part of site				
fixed deposit		1,000	0	0	of Girls' College		300	0	0
Current account		2,305	5	3	Outstanding accounts		200	0	0
Freehold property, exclusive of buildings		12,025	0	0	Estimated loss in collection of arrears in-				
College buildings—					cluded in assets		600	0	0
Boys' College		7,630	10	0	Debtor balance of working accounts at the				
Add repairs, &c., 1884		257	3	1	Bank of New Zealand		1,796	16	8
		<u>7,887</u>	<u>13</u>	<u>1</u>	Balance—excess of assets over liabilities		35,902	1	4
Less depreciation, 5 per									
cent.		394	7	9					
Girls' College		5,205	0	10					
Add additions		435	5	9					
		<u>5,640</u>	<u>6</u>	<u>7</u>					
Less depreciation, 5 per									
cent.		282	0	0					
College furniture—									
Girls' College		1,624	17	2					
Add Additions		48	9	6					
		<u>1,673</u>	<u>6</u>	<u>8</u>					
Less depreciation, 5 per									
cent.		83	13	0					
Boys' College		1,589	13	8					
		919	1	1					
Interest due upon loans		1,076	3	0					
Rents due from endowments		221	10	0					
Board and tuition fees due—									
Boys' College		608	17	0					
Girls' College		590	8	7					
Interest accrued (fixed deposit) ..		65	0	0					
		<u>£45,519</u>	<u>15</u>	<u>6</u>			<u>£45,519</u>	<u>15</u>	<u>6</u>

OSWALD CURTIS, Secretary.

the whole the examinations in this subject were highly satisfactory; in most instances where there was a failure it was to be attributed to the fact that the girl had not been long in the Form in which she was examined.

The Inspector-General visited the school on the 30th September last, and in his report speaks very highly of the teaching and the management of the institution, and adds that the school will be sure to give a good account of itself at an examination fitted to test the work of the better class of grammar schools.

2. STATEMENT OF RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance in hand, 1st January, 1884	..	148 8 2	By Office salary	..	50 0 0
Current income from reserves	..	232 0 6	Teachers' salaries and allowances, including caretaker	..	1,243 18 7
Interest on moneys invested and on unpaid purchase-money	..	295 17 0	Examiners' fees	..	52 10 0
School fees	..	1,269 19 6	Prizes	..	20 19 2
Interest on current account	..	41 3 6	Printing, stationery, and advertising	..	55 15 3
Refund of drainage rates	..	2 10 0	Cleaning, fuel, light, &c.	..	14 12 1
			Book and stationery account and other temporary advances	..	2 10 10
			Fencing, repairs, &c.	..	48 5 3
			Rents, insurance, and taxes	..	148 16 11
			Furniture and ironmongery	..	14 18 10
			Refund of fees to pupil unable to attend through illness	..	4 4 0
			Sundries, unclassified	..	20 10 11
			Balance, 1st January, 1885	..	312 10 10
		<u>£1,989 18 8</u>			<u>£1,989 18 8</u>

F. DE C. MALET, Chairman.
F. G. STEDMAN, Secretary.

I have examined this account, and have compared it with the items, and find it correct.—
J. OLLIVIER, Provincial District Auditor, 10th February, 1885.

RANGIORA HIGH SCHOOL.

1. BOARD'S REPORT.

SIR,—

Rangiora, 22nd April, 1885.

I have the honour, on behalf of the Board of Governors of this school, to report that in the second term of 1884 the number of pupils so increased that the Board found it absolutely necessary to increase the accommodation, as well as add to the staff. The Board therefore built a class-room, 25ft. by 20ft., elevation 15ft., corresponding to the main room and adding to its length. The Board likewise engaged the services of a lady assistant, a matriculated member of the New Zealand University, who entered on duty at the commencement of the third term. This lady gives great satisfaction to the Headmaster by her ability as a teacher and thorough devotedness to duty in every way. The Inspector-General honoured the school once with a cursory visit; but no formal inspection or examination has yet been made. This Board trusts that some time in the current year the Government will cause the school to be inspected by one of its own officers. The Board would remark that three pupils went up for the junior Civil Service examination, and that two passed, placed high on the list.

The following are the subjects taught, with the time allotted to each weekly: Latin, five hours; French, three hours; Euclid, one and a half hours; algebra, one and a half hours; arithmetic, three hours; English grammar, analysis, and composition, three hours; history, two hours; geography, two hours; science, two hours; drawing, two hours; drill and calisthenics.

I have, &c.,

A. H. CUNNINGHAM,
Chairman of Board.

The Hon. the Minister of Education.

2. STATEMENT OF RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance in hand, 1st January, 1884	..	9 8 11	By Teachers' salaries and allowances	..	326 13 4
Current income from reserves	..	335 13 8	Printing, stationery, and advertising	..	39 5 11
School fees	..	256 4 0	Cleaning, fuel, light, &c.	..	27 15 5
Subscriptions	..	146 11 6	Fencing, repairs, and furnishing	..	82 4 3
Balance, 1st January, 1885	..	88 3 3	Rents, insurance, and taxes	..	3 11 3
			Interest on current account	..	18 14 10
			Expended on site and buildings	..	328 11 6
			Law expenses	..	9 4 10
		<u>£836 1 4</u>			<u>£836 1 4</u>

A. H. CUNNINGHAM, Chairman.
GEO. JNO. LEECH, Treasurer.

I have audited this account, and have compared the items with the vouchers, and I find it correct, and the debit balance due to the bank is accurately stated.—J. OLLIVIER, Provincial District Auditor.

AKAROA HIGH SCHOOL.

I. CHAIRMAN'S REPORT.

GENTLEMEN,—

It has again become my duty to present to you the annual report of the Akaroa High School. During the past year the school has been carried on in a thoroughly satisfactory manner by the Headmaster, Mr. W. Walton, B.A., and I feel sure you will join me in the expression of this opinion. The duties of a Headmaster in any school are arduous, and when performed as efficiently as in the present case should, I think, be properly recognised. The number of pupils attending the school has somewhat fluctuated: beginning with eighteen, at one time it reached twenty-two, and has now again receded to seventeen. This has been owing to various causes, and will, no doubt, to a great extent always be the case. Our efforts have been, and must continue to be, to make the school as useful and popular as possible; and I feel sure that in the end they will be rewarded in the way we wish them to be—namely, by a better support from the residents on the Peninsula than we have hitherto obtained.

Turning back to the report that I had the honour to present to you this day twelve months, I find that we began the year with a balance in the bank amounting to £61 8s. 2d., in addition to a fixed deposit of £200, and that, in an estimate of receipts and expenditure for the year ending this day, also laid before you, I estimated our bank balance should be £53 17s. It is very satisfactory to find that this estimate has proved so very near the actual result. You will see from the balance-sheet laid on the table that our present balance is £51 11s. 9d., and we have owing at the present time from unpaid pupils' fees the sum of £3 13s. 9d., making a total balance to our credit of £55 5s. 6d. This is especially gratifying, as, with the exception of two small accounts for advertising not yet sent in, we owe absolutely nothing; and I do not think the accounts mentioned can amount to more than £2 16s., whilst last year outstanding accounts amounted to £12 11s. 2d.: so that, in point of fact, our position is really a better one than it was twelve months ago, notwithstanding two items of expenditure which became necessary which had not been anticipated—viz., the building of a chimney for the girls' class-room, and providing prizes for both boys and girls. The chimney cost altogether £9 13s., and the prizes £5 2s. 11d. The Board will, I think, see from the foregoing figures that we can again congratulate ourselves that our financial position is a thoroughly sound one. Our fixed deposit at the Bank of New Zealand expires on the 20th of next month, and I shall ask permission from the Board to place it again with that bank on the same terms. In conclusion I do not think I can do better than repeat the words I used on this day twelve months—viz., we still require to practise that strict economy in our expenditure which has been done from the beginning, and also to use our most strenuous efforts to induce parents to give the school that support which it so well deserves. Should we do this, I have little fear for the result, and am confident that we shall not only maintain our present position, but shall as time goes on materially improve it.

I have, &c.,

WILLIAM B. TOSSWILL,

Chairman.

The Governors of the High School Board.

2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Balance from last account	..	211	19	5	By Master's salary	..	275	0	0
Fees from scholars	..	205	9	0	Half-fees from girls	..	52	3	0
Cash for books	..	17	3	0	Rent of school	..	50	0	0
Grant from Commissioners	..	53	17	1	Incidental expenses	..	63	12	5
Rent of estates	..	268	17	0	Balance at bank	..	323	10	1
Interest on deposit	..	12	0	0					
		<u>£769</u>	<u>5</u>	<u>6</u>			<u>£769</u>	<u>5</u>	<u>6</u>

WILLIAM B. TOSSWILL, Chairman.

I have audited this account, and I have compared the various items with the vouchers, and find it correct. The balance at the bank is accurately stated.—J. OLLIVIER, District Auditor, 23rd April, 1885.

ASHBURTON HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Current income from reserves	..	415	12	3	By Overdraft, 1st January, 1884	..	101	18	1
Interest on moneys invested	..	14	8	0	Management	..	23	6	4
Paid by School Commissioners	..	53	17	2	Teachers' salaries and allowances	..	554	6	9
School fees	..	168	0	0	Prizes	..	6	10	6
Books, &c., sold, and other refunds	..	18	2	7	Printing, stationery, and advertising	..	13	10	0
Mortgage-money fallen due and received	..	360	0	0	Cleaning, fuel, light, &c.	..	35	10	6
Balance, 1st January, 1885	..	65	0	5	Book and stationery account and other temporary advances	..	43	18	2
		<u>£1,095</u>	<u>0</u>	<u>5</u>	Buildings—new works	..	286	6	6
					Fencing, repairs, &c.	..	3	7	0
					Rents, insurance, and taxes	..	5	17	11
					Interest on current account	..	10	15	8
					Sundries, unclassified	..	9	13	0
		<u>£1,095</u>	<u>0</u>	<u>5</u>			<u>£1,095</u>	<u>0</u>	<u>5</u>

J. E. BUCHANAN, Secretary.

2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Endowments paid by School Commissioners		634	11	0	By Balance, 1st January, 1885		634	11	0
		<u>£634</u>	<u>11</u>	<u>0</u>			<u>£634</u>	<u>11</u>	<u>0</u>

JAMES BARKLEY, Chairman.

E. L. ROBINSON, Secretary.

I hereby certify that I have examined the above account, compared the same with bank-book, and find the same to be correct.—W. A. SPENCE, Auditor, 15th January, 1885.

HOKITIKA HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Endowments paid by School Commissioners		634	11	0	By Office expenses		8	9	0
					Balance 1st January, 1885		626	2	0
		<u>£634</u>	<u>11</u>	<u>0</u>			<u>£634</u>	<u>11</u>	<u>0</u>

J. GILES, Chairman, also Secretary and Treasurer.

I certify that I have examined the above statement of accounts, and, having compared the same with vouchers and bank pass-book, find the same to be correct and according to law.—W. A. SPENCE, Auditor, 10th January, 1885.

WAITAKI HIGH SCHOOL.

1. BOARD'S REPORT.

SIR,—

Oamaru, 27th April, 1885.

I have the honour to forward herewith the annual report of the Waitaki High School.

The number of boys in attendance has risen from forty-one to fifty, and there is little reason to doubt that the numbers will steadily increase.

The school has to thank the liberality of local benefactors for a very important addition to its usefulness. The Hon. S. E. Shrimski and Mr. George Jones, jun., have generously offered scholarships of £10 10s. per annum for three years and two years respectively, to be competed for by boys from the public schools of the district. The Hon. H. J. Miller, the Hon. R. Campbell, and Mr. John Reid have contributed £125 towards a scholarship fund which will provide free education for boys educated in the district and under thirteen years of age. Besides this, four boys from the primary schools have been elected by the Board to free scholarships. The boys thus attracted to the school are of the best kind, and have distinguished themselves by their industry, ability, and good conduct. Considerable improvements have been made in the grounds of the school. A belt of trees has been planted along the whole sea-front of the reserve to shelter the school and playing-grounds, and another broad belt has been planted to protect the southern side. The front of the school is being levelled and laid out. Arrangements have been made for turning a large lagoon into a swimming-bath, and a fives-court will be erected to give occupation to the boys during the dinner-hour. The number of boarders has nearly doubled, and is likely to increase still further. The funds do not permit of as much enlargement in the teaching staff as could be wished. A sum of £100 has been voted, which will be used in payment of a resident master, who will undertake the work of third master. A provisional appointment has been made. Some branches of science are already being taught. Regular hours have been set apart for physical geography, physics, and botany, and the teaching of the physics will in future be accompanied by illustrations, the apparatus for which has been ordered from England. There is much to be done before the curriculum of the school can be fully developed. The Board is anxious to establish a chemical laboratory, and provide practical teaching in this branch of science. To compete fairly with other schools there ought to be a staff of four well-qualified masters, a number necessary to the right classification of boys differing greatly in age. If the staff were larger the Rector could give more special attention to boys preparing for the universities. The Board is anxious that drawing, freehand and mechanical, should be taught to all the boys in the school. During the past year the health and physical training of the boys have been attended to. A 12-in. drain has been made from the school to the sea. The boys have been drilled weekly by Sergeant-Major Macpherson, and have made rapid progress under his care. The rifle-butts are distant, and no arrangement has yet been made for target-practice. The funds did not permit of the examination of the school by university professors, and an inspection of the school by any qualified person appointed by the Government would be welcome. The standard of work done has become much higher, and the boys who have attended the school from the beginning, it is believed, have made very good progress. Commercial depression has affected the growth of income, and the Board is unable immediately to make the many needful improvements mentioned above. Indeed, the capital limitation of the Board's usefulness is the inadequacy of the endowments.

I have, &c.,

GEORGE SUMPTER,
Secretary.

The Secretary, Education Department.

of education, is under the direction of an experienced teacher, and forms a part of the curriculum of the schools.

During the year the Board sold 1,092 acres in the Strath Taieri District, at an average price of £3 19s. 2½d. per acre. The terms were 10 per cent. cash at sale, 15 per cent. in three months, and the balance extending over seven years, with interest at 6 per cent. per annum. Of the Strath Taieri Block 862 acres were leased under the perpetual-leasing system of "The Land Act, 1882," at an average annual rental of 5s. 9½d. per acre.

Annexed hereto are reports from the Rector and from the Lady Principal, showing the work done in the schools during the year.*

No examinations other than by the teachers were held during the year, but various members of the Board paid frequent visits to the schools.

The audited statement of accounts was forwarded to the Education Department on the 28th instant.

I have, &c.,

D. M. STUART, D.D.,
Chairman.

The Hon. the Minister of Education.

2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1884.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Endowments—			By Overdraft 1st January, 1884 ..	349	10 7
Price of reserves sold	6,046	19 4	Management—		
Current income from reserves	3,619	4 6	Office salaries	170	0 0
Interest on moneys invested, and on unpaid purchase-money	1,575	15 0	Other office expenses	10	19 4
School fees—			Legal expenses	11	17 1
Boys' school	1,493	1 0	Other expenses of management	115	3 10
Girls' school	1,304	15 0	Teachers' salaries and allowances—		
Boarding-school fees	1,430	0 0	Boys' school £5,132	18 7	
Books, &c., sold, and other refunds (amount from Education Board, share of expenses, appointment of teachers)	39	3 7	Girls' school	1,857	18 11
Amount paid to Board's credit by Re- ceiver of Land Revenue, in error	25	2 6		6,990	17 6
Balance, 1st January, 1885	1,262	10 9	Boarding-school Account	1,067	18 4
			Examiners' fees	105	0 0
			Appointment of teachers	131	7 7
			Prizes	54	12 11
			Printing, stationery, and advertising	42	2 9
			Cleaning, fuel, light, &c.	197	14 5
			Rents, insurance, and taxes	67	2 5
			Interest on current account	6	9 4
			Discount on promissory notes	92	5 1
			Endowments—		
			Expended on site or buildings	7,077	18 4
			Expenses of survey, sales, &c.	260	18 5
			Amount refunded to G. G. Russell Fund	4	13 9
			Deposit, Gray Russell Fund	40	0 0
	£16,796	11 8		£16,796	11 8

I have compared this abstract with the Treasurer's books and vouchers, and I certify it to be correct.—H. LIVINGSTON, Auditor.

3. GRAY RUSSELL SCHOLARSHIP FUND.

	£	s. d.		£	s. d.
To Amounts advanced on mortgage	1,000	0 0	By Capital	1,000	0 0
Balance at Bank	97	6 3	Interest from mortgages	97	6 3
	£1,097	6 3		£1,097	6 3

Correct by books ; but £40 due to High Schools Board.—H. LIVINGSTON.

4. RICHARDSON CADET CORPS FUND.

	£	s. d.		£	s. d.
To Bank of New Zealand shares	150	0 0	By Capital	150	0 0
Amount advanced on mortgage	50	0 0	Interest accrued from investments	104	9 3
Balance in bank	54	9 3			
	£254	9 3		£254	9 3

Correct by books ; but £33 15s. in hand (dividend warrants) should have been paid in.—H. LIVINGSTON.

D. M. STUART, D.D., Chairman.
C. MACANDREW, Secretary.

SOUTHLAND BOYS' AND GIRLS' HIGH SCHOOL.

1. BOARD'S REPORT.

THE Board at the commencement of the year consisted of the following members: Messrs. Lumsden (Chairman) and F. W. Wade, appointed by the Government; T. Denniston and D. L. Matheson, elected by the Education Board of Southland; and W. S. Moir, Mayor of Invercargill. In September, Messrs. Lumsden and Wade's term of office having expired, Mr. Lumsden was re-appointed, and Mr. Henry Wilson appointed by the Government in lieu of Mr. Wade. In December Mr. Froggatt, the newly-elected Mayor, became member in place of Mr. Moir, his predecessor. Mr. Lumsden was re-elected Chairman of the Board. The Board has held fifteen meetings, the

* Not reprinted.

members' attendance at which has been : Denniston, 15; Lumsden, 14; Matheson, 14; Moir, 4; Wilson, 3; Wade, 1.

The average attendance at the schools for the year has been, boys, 50; girls, 39. There has been no change in the ordinary teaching staff during the year. Miss Waymouth was appointed teacher of drawing for both schools, and in the latter part of the year Mr. Sergeant Blackmore was appointed drill-instructor.

With the consent of the Education Board for Southland, the Board secured the services of Mr. Gammell for the examination of both schools at the close of the year's work in December.

The Board may here observe that six boys and one girl, pupils at the schools, presented themselves at the annual University Matriculation Examination.

The boys' and girls' schools still continue to be held in the building erected some years ago for a girls' school, an arrangement forced on the Board by financial considerations, but which they continue to consider to be most inconvenient and disadvantageous to both schools, there being no playground attached to either; and the natural objection of parents to their daughters being placed in what, to a certain degree, becomes practically a mixed school, a circumstance which the Board believes has tended to decrease the roll of attendance at the girls' school.

The Board, having previously received the consent of the Government to the sale of certain of its endowment lands, in terms of "The High Schools Reserves Act, 1880," with the view of providing a fund for school-building purposes, were hopeful of being able before now to have proceeded with the erection of a separate boys' school; but the prevailing depression in the land market has operated against effecting sales on the terms fixed upon to the extent proposed. The lands proposed to be submitted to sale have in the meantime been offered for lease, also without result, subjecting the Board to the somewhat oppressive tax upon its resources in the shape of fencing costs, county rates, and rabbit-extermination charges.

The lease of Section 10, Block XIV., New River Hundred (90 acres 3 roods 38 perches), having expired, it has been re-let for the term of seven years at a rental of 10s. per acre. The following sections, as village allotments, in the Township of Athol Extension, have been disposed of on deferred payment: Section 96, 9 acres 2 roods 16 perches, £48 15s.; Section 98, 10 acres 2 roods 16 perches, £53 15s.; Section 99, 10 acres 2 roods 16 perches, £53 15s.; Section 107, 20 acres 1 rood 24 perches, £102 10s.; and Rural Section 37A, Wairio, 313 acres 2 roods, £471. The leases of Sections 37 and 38, Wairio, were offered at 2d. per acre, but failed to find a purchaser; and the lease of Section 1 of 8, Wairaki, leased last year at 6d. per acre, has been abandoned, and remains unoccupied. An offer to purchase Sections 37 and 38, Wairio, at £1 per acre on deferred payment was approved by the Board, but objected to by the Government.

The balance-sheet for the year, duly audited, is appended to this report.

GEORGE LUMSDEN, Chairman.

2. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1884.

Receipts.			Expenditure.		
	£	s. d.		£	s. d.
To Balance from last year..	..	284 11 5	By Reserves—		
Reserves—			Charges for management	..	55 19 11
School Commissioners	..	96 1 4	Rents	..	44 10 0
Rents	..	577 14 11	Stationery (boys)	..	27 13 7
Sold	..	775 9 0	Extra subjects (paid to teachers)	..	33 18 0
School fees (boys)	..	429 1 0	Cleaning	..	23 14 0
Stationery	..	31 13 6	Printing and advertising	..	11 6 6
Extra subjects	..	19 12 0	Fuel and light	..	6 5 1
School fees (girls)	..	326 16 0	Salaries	..	850 0 0
Stationery	..	27 9 4	Stationery (girls)	..	29 6 0
Extra subjects	..	12 12 0	Extra subjects (paid to teachers)	..	15 8 0
			Cleaning	..	32 15 0
			Printing and advertising	..	11 9 0
			Fuel and light	..	6 5 1
			Salaries	..	625 0 0
			Repairs	..	17 5 6
			Insurance	..	3 15 0
			Interest	..	1 5 8
			Sundries (postage-stamps, cheque-book, &c.)	..	5 14 7
			Secretary's salary, including office-rent, fire, and light	..	50 0 0
			Balance, Bank of New Zealand, fixed deposit	..	300 0 0
			Balance, current account	..	424 9 7
		<u>£2,581 0 6</u>			<u>£2,581 0 6</u>

GEORGE LUMSDEN, Chairman.

CHARLES ROUR, Secretary and Treasurer.

I have examined this abstract and compared it with the Treasurer's books and vouchers, and I certify it to be correct.—H. LIVINGSTON, Auditor.

AUCKLAND COLLEGE AND GRAMMAR SCHOOL.

REV. MR. NELSON'S REPORT.

[This report was inadvertently omitted from its place on page 8, *ante*.]

GENTLEMEN,—

Auckland, 9th December, 1884.

I have the honour to submit to you my report of the examination conducted by me in August last. The subjects assigned to me were Latin, French, and a portion of the English, viz., literature, grammar, and composition. I note with reference to each paper set—(a) the number of boys examined, (b) the highest percentage of marks obtained, (c) the lowest percentage, (d) the average percentage of the Form; and append a few remarks embodying the conclusion I have come to with respect to the work. The full list of marks on a percentage scale was supplied to the Head-master about three weeks since.

LATIN.

UPPER V.—To this Form three papers were given, viz., translation (Horace, Cicero, &c.), composition, and grammar, with the following results:—*Latin Translation*: 7 boys examined: highest percentage, 78; lowest, 59; average, 63. The work done is not high for an Upper Fifth Form, but the papers sent in show that the teaching given has been careful and efficient. Indeed, I am inclined to think that one or two of the boys might have done better if they had bestowed a little more care and attention at the time of the examination. But be this as it may, the results obtained are in any case very satisfactory.

Latin Composition: 7 boys examined: highest percentage, 79; lowest, 56; average, 64. Again I observe that the standard of the work is not very high; but the results, as before, are very good.

Latin Grammar: 6 boys examined: highest percentage, 76; lowest, 53; average, 67. As one had right to expect, this paper was exceedingly well done by this Form.

LOWER V.—To this Form two papers were given, viz., translation (Horace, Livy) and grammar and composition (one paper). *Latin Translation*: 24 boys examined: highest percentage, 77; lowest, 43; average, 66. As in the case of Upper V., I cannot consider the standard of this Form as high with respect to the authors read or the amount gone through; but the work sent in was entirely satisfactory, and the teaching appears to be efficient and thorough.

Latin Grammar and Composition: 24 boys examined: highest percentage, 80; lowest, 41; average, 62. This paper was not quite so well done as the former, but still must be described as very good work.

UPPER IV.—To this Form two papers also were given, viz., translation (Cicero "De Senectute"), and a second similar in character to the second paper set to Lower V. *Latin Translation*: 12 boys examined: highest percentage, 68; lowest, 30; average, 50. With few exceptions this paper was but very indifferently answered.

Latin Grammar and Composition: 13 boys examined: highest percentage, 79; lowest, 37; average, 54. Very unequal work here. The results obtained would seem to warrant the idea that a new classification of this Form in Latin might be desirable, if practicable.

LOWER IV.—One general paper set: 20 boys examined: highest percentage, 86; lowest, 50; average, 67. Very satisfactory work appears to be done here, and many of the boys give good promise of doing well in higher Latin work.

REMOVE.—One paper set: 28 boys examined: highest percentage, 78; lowest, 27; average, 49. I cannot report well of the Latin of this Form. With few exceptions the work was poor, and many cases of similarity in gross error point to copying one from another, or at any rate intercommunication during the time of examination.

UPPER III.—One paper set: 30 boys examined: highest percentage, 70; lowest, 21; average, 46. With few exceptions the Latin work of this Form was found to be poor. The boys have little idea of accurate translation, and the accident I consider very indifferent. Again in this Form there were indications of copying.

LOWER III.—One paper set: 23 boys examined: highest percentage, 83; lowest, 8; average, 46. With few exceptions the work of this Form proved to be indifferent. Some of the boys are certainly not fit to be classed with the best boys of the Form.

CLASSICAL II.—One paper set: 25 boys form a first division of this Form; 6 others who are beginners were also examined, but their work is not included in the percentages: highest percentage, 70; lowest, 12; average, 42. The work of this Form, considering it is the lowest in the subject, may perhaps be said to be fair; but more accuracy is needed, especially in the accident.

FRENCH.

UPPER V.—The Form were examined in translation (Töpffer, "Histoire de Charles" and "Histoire de Jules"), easy composition, and grammar; one paper only being set to the 7 boys examined: highest percentage, 66; lowest, 47; average, 56. I am aware that not a great amount of time is devoted to the study of French, but, even taking that circumstance into consideration, I feel constrained to say that the papers sent in to me were not so good by any means as I had hoped to find them. I can commend neither the translation, which was very inaccurate in many instances, nor the composition, nor the grammar.

LOWER V.—One paper set: 24 boys examined: highest percentage, 81; lowest, 18; average, 47. One boy in this form did very good work, and some few others sent in good papers; but, with these exceptions, the remarks with respect to Upper V. are applicable also to this Form.

UPPER IV.—One paper set: 20 boys examined: highest percentage, 77; lowest, 33; average, 56. The work in this Form may best be described as very unequal in character.

LOWER IV.—One paper set : 25 boys examined : highest percentage, 78 ; lowest, 11 ; average, 55. Three boys failed utterly in this subject ; of the rest a few did very well, and the others fairly so.

REMOVE.—One paper set of an easy character : 29 boys examined : highest percentage, 74 ; lowest, 47 ; average, 63. The work of this Form in French I found to be more satisfactory than that of the higher forms. Nearly half the class may be said to have done satisfactorily.

UPPER III.—One paper set : 32 boys examined : highest percentage, 76 ; lowest, 30 ; average, 58. On the whole the work of this Form was very fair.

LOWER III.—One paper set : 30 boys examined : highest percentage, 76 ; lowest, 20 ; average, 58. With a few exceptions good work.

CLASSICAL II.—One paper set : 30 boys examined : highest percentage, 73 ; lowest, 20 ; average, 48. Considering the easiness of the paper set, hardly up to the mark.

MODERN II.—One paper set : 24 boys examined, but averages made only for 20, as 4 are classed as beginners : highest percentage, 61 ; lowest, 15 ; average, 38. Very indifferent.

ENGLISH.

UPPER V.—The English papers set by me to this Form were composition, and literature (Milton's "L'Allegro" and "Il Penseroso," &c.). The composition took the form of an essay on a selected subject. *English Composition* : 7 boys examined : highest percentage, 75 ; lowest, 55 ; average, 63. There was a roughness of style in all the compositions, but the work must be considered very good.

English Literature : 7 boys examined : highest percentage, 82 ; lowest, 50 ; average, 68. These papers pleased me much ; they were a credit both to the boys and their teacher.

LOWER V.—*English Composition* : 24 boys examined : highest percentage, 71 ; lowest, 32 ; average, 49. Scarcely so good as I could have hoped for from the boys of this Form.

English Literature (Milton's "L'Allegro," &c.) : 24 boys examined : highest percentage, 88 ; lowest, 32 ; average, 64. The same comment may be made here as in the case of the literature paper of Upper V.

UPPER IV.—The subjects taken up by this Form were Scott's "Lady of the Lake" (a part), grammar, and essay. One paper only was set to 19 boys examined : highest percentage, 72 ; lowest, 24 ; average, 50. With a few exceptions satisfactory results.

LOWER IV.—*English Grammar* : 26 boys examined : highest percentage, 84 ; lowest, 31 ; average, 58. With a few exceptions very satisfactory.

English Composition (easy essay) : 26 boys examined : highest percentage, 85 ; lowest, 20 ; average, 48. Four or five boys failed, but the rest returned very good papers.

REMOVE.—*English Grammar* : 28 boys examined : highest percentage, 79 ; lowest, 28 ; average, 29. With a few exceptions good work.

English Composition (easy essay) : 29 boys examined : highest percentage, 75 ; lowest, 30 ; average, 55. On the whole good work, some few boys acquitting themselves very well indeed.

UPPER III.—In this Form and in the Forms below Upper III. the composition took the form of the reproduction of a passage read to the boys. *English Grammar* : 34 boys examined : highest percentage, 70 ; lowest, 30 ; average, 45. Even work, but not very remarkable.

English Composition : 32 boys examined : highest percentage, 70 ; lowest, 44 ; average, 56. Fairly satisfactory.

LOWER III.—*English Grammar* : 31 boys examined : highest percentage, 68 ; lowest, 30 ; average, 48. With one or two exceptions, fairly good.

English Composition : 31 boys examined : highest percentage, 72 ; lowest, 30 ; average, 48. The remarks on the former paper are applicable.

CLASSICAL II.—*English Grammar* : 31 boys examined : highest percentage, 92 ; lowest, 32 ; average 62. With a few exceptions, very satisfactory.

English Composition : 31 boys examined : highest percentage, 70 ; lowest, 30 ; average, 53. On the whole, satisfactory.

MODERN II.—*English Grammar* : 26 boys examined : highest percentage, 72 ; lowest, 23 ; average, 45. Unequal work ; a few good specimens.

English Composition : 27 boys examined : highest percentage, 70 ; lowest, 5 ; average, 50. A few failures, the remainder fairly good.

FORM I.—*English Grammar* : 32 boys examined : highest percentage, 64 ; lowest, 2 ; average, 28. Some failures, but the rest, considering their age, fair.

English Composition : 31 boys examined : highest percentage, 60 ; lowest, 0 ; average, 30. The above remarks are also applicable here.

Repetition : 31 boys examined (Macaulay's "Battle of Lake Regillus") : highest percentage, 96 ; lowest, 28 ; average, 64. Very good work indeed. With reference to Form I. I must state that the spelling of all but a very few is about as bad as it can be. Plainly the boys at present in the Form have been both badly prepared for the Grammar School in this respect, and need special instruction in the subject. The question occurs whether more stress ought not to be laid on correct spelling in the Entrance Examination.

I am, &c.,

CHAS. M. NELSON, M.A.
(formerly Scholar of Qu. Coll., Cam.)

The Governors, College and Grammar School, Auckland.

INCOME of certain SECONDARY SCHOOLS for Year 1884.

Schools.	From Endowments.										11.	12.	13.	14.
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.				
Cr. Balances on Jan. 1, 1884.	Voted by General Assembly.	Reserves sold.	Rents of Reserves.	Interest on Moneys Invested.	Paid by School Commissioners.	Total Current Revenue from Endowments (viz., Columns 4, 5, and 6).	School Fees.	Boarding-School Fees.	Books Sold and Refunds.	Sundries Unclassified.	Interest Current Account.	Dr. Balances, Dec. 31, 1884.	Totals.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Auckland College and Grammar School	44 14 0	..	..	4,074 2 10	..	4,074 2 10	2,505 15 0	..	..	180 10 0	..	3,285 3 2	10,090 5 0
Auckland Girls' High School	960 15 8	1,000 0 0	..	..	..	1,757 19 0	1,898 17 6	..	..	..	28 10 1	..	3,888 3 3
Thames High School	885 9 11	..	..	1,739 19 0	18 0 0	..	377 17 6	..	..	..	..	..	3,021 6 5
Whangarei High School	261 6 2	..	..	5 0 0	..	5 0 0	28 17 10	..	..	..	..	..	300 5 6
New Plymouth High School	126 9 1	200 0 0	..	245 0 0	..	414 10 5	148 0 0	..	5 1 6	1 0 0	..	..	889 19 6
Wanganni High School	105 16 4	..	6 16 10	..	309 14 8	309 14 8	..	..	..	125 0 0	..	..	547 7 10
Wanganui Endowed School	..	..	..	639 3 9	..	639 3 9	972 18 0	..	..	..	..	..	1,612 1 9
Napier High Schools	..	..	3,585 17 3	457 7 6	350 0 0	807 7 6	441 5 6	..	15 0 0	30 0 0	..	947 16 9	5,827 7 0
Wellington College	..	..	..	1,018 13 10	..	1,018 13 10	2,076 16 0	..	11 10 0	94 0 0	..	630 12 11	3,831 12 9
Wellington Girls' High School	465 2 2	..	..	..	..	..	1,155 11 9	..	15 1 4	..	..	228 15 4	1,864 10 7
Nelson College (Boys)	737 14 3	..	..	424 15 0	886 4 2	1,310 19 2	1,089 18 4	1,697 17 8	86 13 9	95 10 6	..	..	5,018 13 8
Nelson College (Girls)	..	500 0 0	..	..	150 0 0	150 0 0	1,408 18 0	1,131 14 0	..	..	..	2,404 6 2	5,589 18 2
Christ's College and Grammar School	..	..	7,500 0 0	3,107 16 11	428 3 8	3,536 0 7	2,825 1 8	..	376 6 1	110 14 2	..	34 7 9	14,382 10 3
Christchurch Boys' High School	116 19 6	..	..	2,473 0 4	..	2,473 0 4	1,280 9 6	..	3 12 6	..	..	258 7 11	4,132 9 9
Christchurch Girls' High School	148 8 2	..	..	232 0 6	295 17 0	527 17 6	1,269 19 6	..	2 10 0	..	41 3 6	..	1,989 18 8
Rangiora High School	9 8 11	..	..	385 13 8	..	385 13 8	256 4 0	..	..	146 11 6	..	88 3 8	886 1 4
Akaroa High School	211 19 5	..	..	268 17 0	12 0 0	53 17 1	334 14 1	..	17 3 0	..	..	..	769 5 6
Ashburton High School	..	..	..	415 12 3	14 8 0	53 17 2	168 0 0	..	18 2 7	360 0 0	..	65 0 5	1,095 0 5
Timaru High School	..	400 0 0	..	750 2 1	90 0 0	840 2 1	686 18 0	..	0 16 8	..	..	318 2 4	2,245 19 1
Waimate High School	..	..	..	272 3 6	..	272 3 6	..	..	2 12 0	..	..	..	274 15 6
Hokitika High School	..	..	634 11 0	..	..	..	..	..	..	..	..	..	634 11 0
Greytown High School	..	..	634 11 0	..	..	..	..	..	..	..	..	..	634 11 0
Waitaki High School	213 17 9	..	490 0 0	559 0 5	60 0 8	619 1 1	273 3 6	..	44 14 9	110 0 0	..	275 16 3	2,026 13 4	
Otago High Schools	..	..	6,046 19 4	3,619 4 6	1,575 15 0	5,194 19 6	2,797 16 0	1,450 0 0	39 3 7	25 2 6	..	1,262 10 9	16,796 11 8
Southland High Schools	284 11 5	..	775 9 0	577 14 11	..	673 16 3	788 1 0	..	59 2 10	..	..	..	2,581 0 6
Total	4,572 12	92,100 0	0 19,874 4	521,215 8	0 3,690 3	0 25,778 17	22,650 17	7,4,259 11	8,697 10	71,278 8	8,969 13	7,9,799 3	0 30,880 19 5	

NOTE.—There is a slight discrepancy between some of the figures in this and the following table, and the corresponding figures in Tables 9 and 10 of the Eighth Annual Report of the Minister of Education (E.—1, 1885). This is owing to the circumstance that the officially audited statement of the accounts of the Auckland College and Grammar School Board was not received till the Minister's Report had been printed, the figures relating to the Board's accounts having been taken in the first instance from a balance-sheet previously furnished by the Board's Secretary, which differs in some particulars from the officially audited one. The errors are now corrected. This has also necessitated some alterations in the summary of accounts on page 1 of this paper.

EXPENDITURE OF CERTAIN SECONDARY SCHOOLS FOR YEAR 1884.

Schools.	Liabilities on Jan. 1, 1884.			Expense of Boards' Management: Office and Salaries.			Teachers' Salaries.			Boarding-School Account.			Examiners' Fees and Expenses.			Scholarships, Exhibitions, Prizes.			Printing, Stationery, Advertising, &c.			Land, Buildings, Furniture, Insurance, Rent, Rates.			Cleaning, Fuel, Light, &c.			Interest.			Sundries unclassified.			Endowments: Proceeds Invested.			Cr. Balances, Dec. 31, 1884.			Totals.											
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.															
Auckland College and Grammar School	705	19	4	229	10	9	4,288	19	9	100	12	6	40	5	4	142	19	4	2,695	1	1	101	2	5	80	19	0	1,704	15	6	291	3	10	10,090	5	0										
Auckland Girls' High School	40	0	0	2,314	7	7	52	7	6	60	7	6	207	8	6	814	2	4	108	6	0										
Thames High School	38	17	8	962	17	8	46	9	6	10	14	0	22	7	0	331	17	5	97	2	0	0	12	3	26	16	6	1,543	12	5	3,021	6	5										
Whangarei High School	183	6	8	14	4	10	43	8	0	4	2	0	2	19	7	47	4	5	3,000	5	6											
New Plymouth High School	325	0	0	46	10	4	431	11	0	..	..	..	..	..	5	0	0	2	8	5	29	15	6	13	12	6	0	2	2	0	..	..	..	43	17	3	889	19	6				
Wanganui High School	5	0	0	12	5	6	2	17	2	112	8	0	414	17	2	547	7	10											
Wanganui Endowed School	..	..	..	56	5	0	995	5	0	..	..	..	..	..	17	0	0	12	8	4	45	9	0	48	8	1	243	16	6	82	19	4	160	10	6	1,612	1	9					
Napier High Schools	427	14	8	5	0	0	1,036	9	0	5	0	0	184	13	7	2,873	5	4	43	12	6	231	19	0	101	1	3	968	6	8	5,827	7	0										
Wellington College	121	9	2	162	15	6	2,419	1	8	..	..	105	0	0	126	0	0	156	5	11	251	19	4	36	2	0	437	4	5	15	14	9	..	..	..	8,831	12	9								
Wellington Girls' High School	57	17	2	1,164	11	8	42	0	0	28	8	9	144	9	5	195	11	4	65	6	1	1	4	0	19	15	6	145	6	8	1,864	10	7										
Nelson College (Boys)	270	15	7	1,689	16	3	1,518	5	8	29	8	0	325	0	0	95	18	4	374	10	6	107	9	10	607	9	6	5,018	13	8											
Nelson College (Girls)	2,166	10	1	140	0	0	1,332	3	6	850	14	3	17	17	0	118	12	3	831	10	0	36	8	6	96	2	7	5,589	18	2											
Christ's College Grammar School	380	15	7	2,998	11	10	125	16	0	918	10	10	423	14	2	1,718	10	5	57	4	7	75	16	4	178	10	6	7,500	0	0	14,882	10	3										
Christchurch Boys' High School	80	0	0	2,799	16	4	52	10	0	21	18	0	116	11	0	267	16	4	25	4	11	324	14	5	443	18	9	4,132	9	9											
Christchurch Girls' High School	50	0	0	1,243	18	7	52	10	0	20	19	2	53	6	1	212	1	0	14	12	1	24	14	11	312	16	10	1,989	13	8											
Rangiora High School	326	13	4	39	5	11	414	7	0	27	15	5	18	14	10	9	4	10	886	1	4											
Akarora High School	101	18	1	1	0	0	352	3	0	24	8	9	47	6	2	15	7	0	5	10	6	323	10	1	769	5	6											
Ashburton High School	23	6	4	554	6	9	6	10	6	57	8	2	295	11	5	35	10	6	10	15	8	9	13	0	1,095	0	5											
Timaru High School	222	9	10	170	0	0	1,625	14	7	30	2	6	66	12	3	53	11	6	16	19	6	11	2	2	49	6	9	2,245	19	1											
Waimate High School	8	13	4	10	0	0	22	2	11	14	12	6	274	15	6										
Hokitika High School	8	9	0									
Greytown High School	18	10	9	860	0	0	90	2	5	279	0	8	56	3	4	263	11	6	49	5	0							
Waitaki High School	308	0	3	6,990	17	61,067	18	4	105	0	0	42	2	9	7,405	19	2	197	14	5	98	14	5	176	1	4	0	7	9	2,026	13	4										
Ohago High Schools	50	0	0	1,524	6	0	79	15	1	121	10	5	73	19	2	1	5	8	5	14	7								
Southland High Schools							
Total	4,420	11	9	2,151	7	336,084	17	83,436	18	3	729	10	61,980	9	62,089	15	11,919	310	1	11,014	13	0	1,830	12	83,188	17	610,408	11	7	4,534	12	990,880	19	5

See note on preceding page.