1886.

NEW ZEALAND.

EDUCATION:

REPORTS OF SECONDARY SCHOOLS.

[In continuation of E.–9, 1885.]

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.	
Auckland Girls' High School	1878, No. 55, Local ..	Under management of Education Board.
Thames High School	1878, No. 54, Local.	
Whangarei High School..	1878, No. 63, Local ..	Act may be repealed by *Gazette* notice under Act of 1885, No. 30.
New Plymouth High School	1878, No. 52, Local ..	Under management of Education Board.
Wanganui High School	1878, No. 42, Local ..	Board identical with Education Board. Not in operation in 1885.
Wanganui Endowed School	[Nil]	Endowment, Reg. I., fol. 52. See also D.–16, 1866, p. 9.
Wellington College	1872, No. 67.	
Wellington Girls' High School	1878, No. 40, Local.	
Napier High Schools	1882, No. 11, Local.	
Gisborne High School	1885, No. 8, Local ..	Not in operation in 1885.
Nelson College	1858, No. 38.	
Nelson College for Girls	1882, No. 15, Local ..	Under management of Nelson College.
Christ's College Grammar School.. ..	Canterbury Ordinance, 1855	A department of Christ's College, Canterbury.
Christchurch Boys' High School	1878, No. 30, Local ..	Under management of Canterbury College.
Christchurch Girls' High School	[Nil]	Under management of Canterbury College. Endowment, *Gazette*, 1878, Vol. 1, p. 131.
Rangiora High School	1881, No. 15, Local.	
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 ..	Not in operation in 1885.
Greymouth High School..	1883, No. 21, Local ..	Not in operation in 1885.
Hokitika High School	1883, No. 7, Local ..	Not in operation in 1885.
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 1885 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.*

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Cr. balances on 1st January, 1885 ..	5,789	8	7	By Liabilities on 1st January, 1885 ..	7,973	0	9
General Assembly's votes	4,250	0	0	Office management and expenses ..	2,315	5	0
Endowment reserves sold	13,749	11	6	Teachers' salaries	34,513	10	0
Rents of reserves .. £12,643 1 7				Boarding-school accounts	3,963	2	7
Interest on proceeds of endowments .. 6,023 10 10				Examination fees and expenses ..	365	17	9
Reserves Commissioners 983 19 10				Scholarships and prizes	1,065	4	6
	19,650	12	3	Printing, stationery, and advertising ..	1,461	1	9
School fees	18,826	4	11	Cleaning, fuel, light, &c.	1,155	19	10
Boarding-school fees	3,819	14	6	Buildings, furniture, rent, insurance, rates, &c.	12,588	0	3
Books, &c., sold, and refunds ..	557	7	6	Interest	2,241	11	4
Sundries not classified	1,327	2	1	Sundries not classified	1,168	1	6
Interest on current accounts.. ..	192	15	3	Proceeds of reserves sales invested ..	6,283	13	5
Dr. balances, 31st December, 1885 ..	11,183	12	9	Cr. balances, 31st December, 1885 ..	4,252	0	8
	£79,346	9	4		£79,346	9	4
Receipts, excluding balances ..	£62,373	8	0	Expenditure, excluding balances ..	£67,121	7	11

* Christ's College Grammar School has not sent in a statement of accounts.

Income of certain Secondary Schools for the Year 1885.

Schools.	1. Cr. Balances on Jan. 1, 1885.	2. Voted by General Assembly.	From Endowments. 3. Reserves sold.	4. Rents of Reserves.	5. Interest on Moneys invested.	6. Paid by School Commissioners.	7. Total Current Revenue from Endowments (viz., Columns 4, 5, and 6).	8. School Fees.	9. Boarding-school Fees.	10. Stationery and Books sold, and Refunds.	11. Sundries Unclassified.	12. Interest on Current Account.	13. Dr. Balances, Dec. 31, 1885.	14. 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	..	..	..	..	3,268 7 9	..	3,268 7 9	2,263 18 4	..	..	500 0 0	..	1,776 8 3	7,808 14 4
Auckland Girls' High School	291 3 10	1,250 0 0	..	..	..	500 0 0	500 0 0	1,505 9 0	..	..	..	36 0 0	..	3,582 12 10
Thames High School ..	1,543 12 5	..	..	111 9 4	..	..	111 9 4	335 8 6	..	..	233 11 5	77 1 7	..	2,301 3 3
Whangarei High School ..	47 4 5	..	..	..	..	..	..	8 1 6	..	8 17 0	..	..	..	64 2 11
New Plymouth High School	43 17 3	200 0 0	..	309 19 11	..	183 0 0	492 19 11	221 17 6	..	..	..	..	156 19 4	1,115 14 0
Wanganui High School ..	414 17 2	..	..	..	573 12 11	..	573 12 11	..	..	100 0 0	..	..	..	1,088 10 1
Wanganui Endowed School	..	..	..	685 7 0	..	..	685 7 0	67 8 6	..	..	..	..	142 15 6	895 11 0
Napier High Schools ..	..	..	6,964 19 3	855 2 3	213 15 8	130 0 0	1,198 17 11	1,319 13 3	..	48 18 6	..	..	1,797 9 10	11,329 18 9
Wellington College ..	..	400 0 0	..	1,075 8 10	..	..	1,075 8 10	1,809 2 6	..	50 6 6	113 10 3	..	673 10 10	4,121 18 11
Wellington Girls' High School	..	350 0 0	..	..	..	..	..	1,307 19 0	..	..	..	..	136 19 5	1,794 18 5
Nelson College (Boys') ..	607 9 6	..	..	425 13 6	878 9 3	..	1,304 2 9	911 5 6	1,339 14 6	112 2 3	..	..	..	4,274 14 6
Nelson College (Girls') ..	..	500 0 0	..	..	..	..	..	1,345 19 8	605 0 0	..	7 10 0	..	2,523 11 3	4,982 0 11
Christchurch Boys' High School	..	..	..	2,422 8 9	..	..	2,422 8 9	1,143 9 0	..	..	..	..	498 3 11	4,064 1 8
Christchurch Girls' High School	312 16 10	200 0 0	..	232 0 6	227 13 3	..	459 13 9	1,477 7 0	..	..	..	52 2 2	..	2,501 19 9
Rangiora High School ..	..	..	..	233 0 0	..	..	233 0 0	173 12 0	..	..	46 19 0	..	220 18 11	674 9 11
Akaroa High School ..	323 10 1	..	..	113 0 0	12 0 0	..	125 0 0	147 0 0	..	9 16 6	..	..	..	605 6 7
Ashburton High School ..	..	..	..	433 14 11	..	..	433 14 11	241 6 0	..	27 8 1	..	..	340 14 9	1,043 3 9
Timaru High School ..	..	600 0 0	..	1,059 13 8	142 10 0	..	1,202 3 8	699 10 0	..	..	..	..	82 13 9	2,584 7 5
Waimate High School ..	219 6 9	..	..	181 9 0	7 10 0	..	188 19 0	2 15 0	..	..	..	..	..	411 0 9
Hokitika High School ..	626 2 0	..	..	..	31 0 0	..	31 0 0	..	..	..	..	..	..	657 2 0
Greymouth High School ..	634 11 0	..	..	..	22 10 0	..	22 10 0	..	..	..	..	12 11 6	..	669 12 6
Waitaki High School ..	0 7 9	500 0 0	240 0 0	711 5 8	76 5 0	..	787 10 8	452 6 6	..	71 18 1	379 11 11	..	..	2,431 14 11
Otago High Schools ..	..	..	6,275 19 9	3,188 8 8	569 17 0	..	3,758 5 8	2,565 15 0	1,875 0 0	40 0 0	45 19 6	..	2,833 7 0	17,394 6 11
Southland High Schools ..	724 9 7	250 0 0	268 12 6	604 19 7	..	170 19 10	775 19 5	827 1 2	..	88 0 7	..	15 0 0	..	2,949 3 3
Total	5,789 8 7	4,250 0 0	13,749 11 6	12,643 1 7	6,023 10 10	983 19 10	19,650 12 3	18,826 4 11	3,819 14 6	557 7 6	1,327 2 1	192 15 3	11,183 12 9	79,346 9 4

Expenditure of certain Secondary Schools for the Year 1885.

Schools.	Liabilities on Jan. 1, 1885.	Expense of Boards' Management: Office and Salaries.	School 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, 1885.	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	1,285 3 2	539 5 10	4,233 6 2	..	32 9 7	280 4 2	168 4 9	689 7 2	140 13 3	302 14 2	123 7 0	..	13 19 1	7,808 14 4
Auckland Girls' High School	..	41 0 0	2,387 8 8	..	85 16 2	87 0 0	169 4 8	560 17 8	57 13 1	..	..	..	193 12 7	3,582 12 10
Thames High School ..	..	34 17 6	981 10 0	..	..	12 5 0	37 15 0	239 0 9	41 1 0	0 5 4	172 12 5	18 13 5	763 2 10	2,301 3 3
Whangarei High School	..	0 5 0	16 13 4	..	..	..	0 6 0	15 3 0	..	..	..	..	31 15 7	64 2 11
New Plymouth High School	..	65 11 7	823 1 8	..	..	5 0 0	37 17 4	139 5 3	31 4 0	1 17 0	11 17 2	..	..	1,115 14 0
Wanganui High School	..	8 16 4	..	..	..	..	1 19 0	..	..	..	29 5 7	790 0 0	258 9 2	1,088 10 1
Wanganui Endowed School	208 5 6	69 3 7	100 0 0	..	..	..	..	225 19 2	1 17 8	290 5 1	..	..	..	895 11 0
Napier High Schools ..	947 16 9	91 3 5	1,857 11 10	..	..	9 11 0	24 8 6	3,580 7 5	95 2 9	25 15 7	98 1 6	4,600 0 0	..	11,329 18 9
Wellington College ..	630 12 11	207 14 10	2,125 0 0	..	47 5 0	132 2 0	110 15 0	314 2 5	93 0 0	417 17 9	43 9 0	..	..	4,121 18 11
Wellington Girls' High School	228 15 4	63 15 8	1,135 8 4	..	31 10 0	21 12 9	82 16 3	164 7 4	53 7 8	1 5 11	11 19 2	..	..	1,794 18 5
Nelson College (Boys') ..	..	279 2 8	1,689 9 9	1,132 10 0	11 11 0	321 0 0	78 11 0	336 15 11	..	12 13 8	34 11 6	..	378 9 0	4,274 14 6
Nelson College (Girls') ..	2,404 6 2	140 5 0	1,184 15 5	642 16 5	22 1 0	30 0 0	94 18 8	84 4 11	54 13 4	324 0 0	..	..	..	4,982 0 11
Christchurch Boys' High School	258 7 11	95 15 2	2,807 12 8	..	39 15 0	29 6 2	124 18 1	216 13 1	53 19 3	434 8 0	3 6 4	..	..	4,064 1 8
Christchurch Girls' High School	..	60 0 0	1,406 9 0	..	75 10 0	26 12 6	128 8 0	318 9 4	11 16 10	..	4 7 6	..	470 6 7	2,501 19 9
Rangiora High School ..	88 3 3	..	330 0 0	..	..	..	12 7 10	208 8 8	17 6 6	14 4 0	3 19 8	..	..	674 9 11
Akaroa High School ..	..	..	315 8 6	..	..	14 7 8	..	50 0 0	16 15 9	..	20 7 10	..	188 6 10	605 6 7
Ashburton High School	65 0 5	..	773 6 8	..	..	12 5 0	16 11 7	33 17 6	45 16 3	..	96 6 4	..	..	1,043 3 9
Timaru High School ..	318 2 4	170 0 0	1,859 10 10	..	..	..	..	..	..	..	236 14 3	..	..	2,584 7 5
Waimate High School ..	..	12 18 0	56 5 0	..	..	29 17 6	7 19 7	..	..	..	..	250 0 0	54 0 8	411 0 9
Hokitika High School ..	..	..	..	..	..	..	13 0 0	..	..	..	..	625 0 0	19 2 0	657 2 0
Greymouth High School	..	34 11 0	..	..	..	..	..	..	..	..	..	..	635 1 6	669 12 6
Waitaki High School ..	275 16 3	32 16 4	927 19 4	..	..	..	142 9 4	369 18 10	67 9 5	290 9 8	..	..	324 15 9	2,431 14 11
Otago High Schools ..	1,262 10 9	280 13 1	7,961 10 7	2,187 16 2	..	33 11 3	109 16 7	4,882 15 7	294 2 8	125 15 2	255 15 1	..	..	17,394 6 11
Southland High Schools	..	87 10 0	1,541 2 3	..	20 0 0	20 9 6	98 14 7	158 6 3	80 0 5	..	22 1 2	..	920 19 1	2,949 3 3
Total ..	7,973 0 9	2,315 5 0	34,513 10 0	3,963 2 7	365 17 9	1,065 4 6	1,461 1 9	12,588 0 3	1,155 19 10	2,241 11 4	1,168 1 6	6,283 13 5	4,252 0 8	79,346 9 4

EXTRACT FROM THE REPORT OF THE MINISTER OF EDUCATION FOR 1885.

TWENTY-THREE secondary schools have furnished reports, which will be printed in full in another paper (E.–9). Most of them are under a legal obligation to make an annual report, but this is not the case with Nelson College (affiliated to the University of New Zealand), Wanganui Endowed School, Wellington College, or Christ's College Grammar School. Whangarei High School has been closed for some time. "The New Zealand State Forests Act, 1885," gives power to utilise its resources for the purpose of a School of Forestry, and the matter is now under the consideration of the Government. Steps have not yet been taken under the several local Acts to establish high schools at Wanganui, Greymouth, Hokitika, and Gisborne.

Particulars as to staff, salaries, attendance, and fees are stated in the following table:—

TABLE Z.—STAFF, ATTENDANCE, FEES, AND SALARIES AT CERTAIN SECONDARY SCHOOLS.

SCHOOLS.	Staff.		Attendance for Last Term or Quarter of 1885.		Ages for Last Term or Quarter of 1885.					Number of Boarders.	Annual Rates of Fees.		Salaries paid in 1885.
	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.	
											£ s. d.	£ s. d.	£ s.
Auckland College and Grammar School	13	..	262	243	4	151	101	6	262	..	8 8 0 10 10 0	..	3,950 0 0
Auckland Girls' High School ..	8	5	199	180	2	113	77	7	199	..	8 8 0 10 10 0	..	2,201 10 0
Thames High School	3	3	b. 31 g. 31	61	3	38	21	..	62	..	8, 7, 6, and 5 guineas	..	850 0 0
New Plymouth High School ..	3	..	b. 33 g. 24	51	..	35	18	4	57	..	5 0 0	..	715 0 0
Wanganui Endowed School ..	6	..	134	130	10	45	77	2	134	75	12 0 0 9 0 0	42 0 0	1,225 0 0
Wellington College	8	1	180	148	4	152	24	..	180	40	13 4 0 10 12 0	50 0 0	2,125 0 0
Wellington Girls' High School	7	1	126	104	2	64	54	6	126	..	13 4 0 10 12 0	..	1,150 0 0
Napier Boys' High School ..	4	1	84	80	6	27	47	4	84	26	9 11 6 8 10 6	40 0 0	905 0 0
Napier Girls' High School ..	5	3	57	54	5	24	27	1	57	14	9 9 0 8 8 0	40 0 0	851 0 0
Nelson College	5	5	86	79	1	36	37	12	86	28	8 10 0 12 10 0	50 0 0	1,550 0 0
Nelson College for Girls ..	5	8	91	73	2	44	39	6	91	11	12 12 0 8 8 0	50 0 0	775 0 0
Christ's College Grammar School	10	5	240	227	7	115	102	16	240	89	15 15 0 12 12 0	52 10 0 47 0 0	3,325 0 0
Christchurch Boys' High School	6	4	95	90	1	52	40	2	95	..	12 12 0 9 9 0	..	2,570 0 0
Christchurch Girls' High School	8	4	125	115	2	69	51	3	125	..	12 12 0 9 9 0	..	1,280 0 0
Rangiora High School ..	2	..	b. 16 g. 4	15 3	..	12	8	..	20	..	10 10 0 8 8 0	..	330 0 0
Akaroa High School	2	..	b. 8 g. 8	8 7	..	3 4	4 4	1 ..	8 8	3 ..	10 10 0 8 8 0	40 0 0	338 17 0
Ashburton High School ..	3	..	b. 27 g. 30	27 21	3 4	19 16	5 10	.. ..	27 30	.. ..	6 6 0	..	765 0 0
Timaru High School	9	..	b. 63 g. 60	60 58	5 5	34 30	22 21	2 4	63 60	.. ..	8 8 0 6 6 0	..	1,840 0 0
Waitaki High School ..	3	2	58	54	..	26	32	..	58	17	10 10 0 8 8 0	..	970 0 0
Otago Boys' High School ..	11	1	247	233	6	163	75	3	247	30	8 0 0	40 0 0	3,897 0 0
Otago Girls' High School ..	10	3	181	174	2	84	88	7	181	12	8 0 0	40 0 0	2,275 0 0
Southland Boys' High School ..	3	2	45	40	..	26	18	1	45	..	10 0 0 8 0 0	..	850 0 0
Southland Girls' High School ..	3	1	33	28	..	13	18	2	33	..	10 0 0 8 0 0	..	625 0 0
Totals	137	49	2,578 b. 1609 g. 969	2,363	74	1395	1020	89	2,578	345	..	..	35,530 7 0

NOTE.—In the last column no notice has been taken of the fees paid to visiting masters, or of capitation allowances, and house allowances in the case of headmasters and others.

The income of the schools for 1885 (exclusive of Christ's College, which has not furnished accounts) was £62,373 8s., derived from several sources as follows: Current revenue from endowments, £19,650 12s. 3d.; parliamentary grants, £4,250; fees for tuition, £18,826 4s. 11d.; fees for board, £3,819 14s. 6d.; sundries, £2,077 4s. 10d.; sale of reserves, £13,749 11s. 6d.

The expenditure for the year amounted to £67,121 7s. 11d., including £6,283 13s. 5d. reinvested.

AUCKLAND COLLEGE AND GRAMMAR SCHOOL.

1. BOARD'S REPORT FOR 1885.

Constitution and Meetings of Board.—Eleven ordinary and thirteen special meetings were held during the year. The members of the Board of Governors at its close were as follows: Elected by the Senate of the University of New Zealand: the Hon. Colonel Haultain, the Rev. C. M. Nelson,

and the Hon. J. A. Tole. Elected by the Board of Education: Professor W. S. Aldis, Messrs. J. M. Clark, and Theo. Cooper. Elected by Members of Legislative Assembly for Auckland Provincial District: Sir G. M. O'Rorke (Chairman), Messrs. F. D. Fenton and J. H. Upton. *Ex officio:* Mr. W. R. Waddel, Mayor of Auckland.

Staff.—Two vacancies existing at the beginning of the year were filled by the appointment of Mr. R. Dickson, M.A., Edinburgh, and Mr. R. H. Kirby, B.A., sometime Scholar of Cavendish College, Cambridge. In May, Mr. J. W. Tibbs, M.A., of Keble College, Oxford, sometime Tasmanian Scholar, became senior mathematical master, the appointment having been held over since the retirement of Mr. J. F. Sloman, M.A., Sydney, in December, 1884. In consequence of a continuous decrease in the number of pupils, the engagements of Mr. J. K. Wright, LL.B., London, and the Rev. J. W. Alloway, B.A., Cambridge, were terminated in March and December respectively. In April, the Rev. T. Thistle, M.A., sometime Exhibitioner of Christchurch College, Oxford, became warden of Christ's College, Hobart; and in December, Mr. A. H. Highton, M.A., Cambridge, accepted the headmastership of the Invercargill High Schools. Mr. Highton has been replaced as master for natural science by Mr. H. J. Carson, University College, London, already a member of the staff.

Ponsonby Branch School.—This school, which had at no time fulfilled the expectations which the Board was led to form when considering the question of opening it, as to numbers, was closed early in the year, in consequence of a disagreement with the trustees of the Ponsonby Public Hall as to the terms upon which it was occupied by the school. Seventeen out of nineteen pupils were transferred, with the master, to the parent school.

Roll Number, &c.—The numbers on the school roll were as follows: Second term, 1884–85, 298; third term, 1884–85, 283; first term, 1885–86, 263, as against 331 in the corresponding term of the previous year. The Board has again to express regret that the attendance of pupils is, in general, very brief. The returns for the last four years show an average attendance of only two years and four months, and, as some few boys attend for much longer periods, it is evident that very many attend only for a much less time. Further, the large majority leave, not from the higher, but from the middle and lower Forms, thus failing to secure the advantages which a secondary school is designed to offer, and interfering with the organization of the school. Some improvement is hoped from the adoption by the Board of Education of an amended system of district scholarships; but the results of the change will be very gradual.

Buildings, &c.—The buildings have not been extended during the year, but the plant for use in the teaching of natural science has been kept up and slightly increased.

Scientific, Artistic, and Mechanical Education.—Various branches of natural science continue to be taught to the whole of the Upper School, whilst all except the highest two Forms learn drawing. The workshop, attendance at which is voluntary, continues to be very popular.

Scholarships.—In the first term, 1885–86, there were in the school three senior foundation scholars, receiving from the Board of Governors £40 per annum and free education, and six junior foundation scholars, receiving free education, which was also enjoyed by thirty-three holders of district scholarships and certificates of proficiency. The value of this free education is, of course, largely in excess of the fee charged in the Upper School—namely, £10 10s.

Successes of Pupils.—During the year nine boys attending the school, or having very recently left it, passed the senior Civil Service Examination: the places obtained included the first, second, (twice), and fourth. Thirteen passed the junior examination: the places obtained included the first, second, third, fourth (twice), and sixth. The results of the December examinations of the New Zealand University, just announced, show that two pupils of this school have obtained junior University scholarships, and nine others have passed for matriculation. Other successes are recorded in the school list sent herewith.

Examinations.—In the month of June it was resolved to have the school examined by special examiners, who should "report fully upon the results of answers to papers and to *viva voce* questions; upon the general system and methods adopted in the management of the school and its class-work; upon the efficiency of the teaching staff; and, generally, upon all matters which concern the present state and future prospects of the school, and should be invited to offer such suggestions as they deem advisable." The examination was held at the end of the year by Professors G. S. Sale, J. Shand, and F. D. Brown, Professors at the Otago University and Auckland University College. Their report was considered at a special meeting of the Board held on the 15th February, 1886, when it was resolved, upon the motion of Professor W. Steadman Aldis, "That this Board expresses its gratification at the satisfactory nature of the special report by the examiners, and considers that the points on which criticism is made on the arrangements of the school are such as may be best left to the discretion of the headmaster." The school, as being one of those which receive district scholars, was also inspected by the Inspector-General of Schools, who has reported to the Government.

Evening Classes.—Evening classes in Latin, French, mathematics, chemistry, and drawing have been advertised but not held, as in no case did the number of applications exceed two.

Finances.—The Board regrets that its ordinary expenditure has again been in excess of its income. A committee has been appointed to inquire into this matter and make suggestions. The funds of the school have also suffered very seriously from the defalcations by the late Secretary, which largely exceeded the amount of the guarantee held by the Board. Copies of the report by the special examiners, with the comments thereon, and of the school list are forwarded herewith.

Auckland, 20th February, 1886. G. VON DER HEYDE, Secretary.

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2. EXAMINERS' REPORT.

GENTLEMEN,— 15th January, 1886.

In making our report of the examination of this school we desire first to acknowledge the courtesy and readiness with which the headmaster, Mr. C. F. Bourne, assisted us in our work,

Nothing was omitted by him that could be done to enable us to carry out as completely as possible our work of inspection and examination.

In the important matter of discipline and general behaviour we were very favourably impressed. There were a very few exceptional instances in the lower part of the school, chiefly in Form Lower IIIA., of a tendency to forwardness, and a lack of respectfulness of demeanour; but with these slight exceptions the discipline and tone of the school throughout were excellent.

We commenced our duties by inspecting the different classes while engaged in their ordinary school work under their respective masters; and we drew a very favourable conclusion as to the character of the work done generally, and especially in the Forms under the management of Mr. Francis, Mr. Kirby, Mr. Tibbs, and Mr. Highton.

We then proceeded to examine the different classes in the several subjects of study.

Latin.

The examination in Latin was conducted in the case of the Upper School classes by means of examination papers.

The nature of the examination will easily be understood from the printed papers of questions. In the case of the two highest classes the standard aimed at was the matriculation standard, with the addition of a few questions such as would usually be given in the junior scholarship examinations.

Judged by both these standards the work of the highest class, the Upper Fifth, was satisfactory. The highest percentage obtained was 68, and the lowest 27. Four members of this class obtained more than 60 per cent., and gave evidence not only of sound elementary training, but of intelligence and skill in dealing with the difficulties of translation, both from Latin into English and English into Latin. The competition for junior scholarships has become keen, and we do not think it would be at all wise or right to judge of any school or of any individual scholar by actual success or non-success in that examination. If the highest class in any school can produce a fair number of candidates equal or superior in attainments to the average of those who annually present themselves at the junior scholarship examinations, that is, in our opinion, all that any sensible man ought to desire. And this requirement is, we believe, satisfied by the present highest Latin class in this school.

The paper of questions on grammar was designed to test the more elementary knowledge of the boys in the upper part of the school, and was given to the three highest classes. In the Upper Fifth the highest percentage obtained in this paper was 79, and the lowest 31, the average being nearly 50.

The results of the examination of the Lower Fifth were very satisfactory so far as the prepared work was concerned. In the examination in Horace's Odes eight of the members of this class obtained more than 60 per cent. We were a little disappointed by their answers in work which had not been specially prepared. For instance, in the elementary grammar paper, which was, we think, quite as well suited to this class as to the Upper Fifth, the highest percentage obtained was 64, and the lowest 24, the average being a little over 40; and in the translation of some very easy unseen sentences from Latin into English the highest percentage obtained was 62, and the lowest 6, the average being 31. We observe that Horace's Odes are read by this class, partly because that subject has been selected for the Civil Service Examination. We are not well acquainted with the nature of the Civil Service Examination in Latin; but, looking to the ultimate benefit of the boys, it is, we think, far more important that they should acquire correctness and facility in the use of Latin generally than that they should commit to memory—which is as much as they can be expected to do—the explanations of difficult passages in a verse-author like Horace. Taking the prepared and unprepared work together, this class passed a good examination, the average percentage obtained being over 40.

In the Upper Fourth also, although not to the same extent as in the Lower Fifth, the answers given to questions in prepared work were superior to those which demanded a more general knowledge of Latin. In translating prepared passages from Cæsar seven boys of this class obtained more than 70 per cent., and one as high as 90 per cent. In the elementary grammar paper—the same paper as that given to the Upper Fifth and Lower Fifth—the highest percentage obtained was 63, and the lowest 11, the average being 33. In the translation of an unseen passage from Cæsar the highest percentage obtained was 64, and the lowest (with the exception of one who scarcely attempted the passage at all) was 9, the average being 33.

It will be convenient here to offer the only suggestion which we have to make with regard to the Latin work of these three classes. It is that the boys should have more practice in attempting unseen passages, and that they should be encouraged to rely more on themselves, and less on the notes and explanations given in their books. We observe that the only grammar in use in this part of the school is the Public Schools Primer. From what we have seen of the work of these classes we should say that many of the boys in the highest class are quite capable of making a very good use of a more advanced grammar, using it not as a book to be committed to memory, but as a guide and a book of reference.

Of the Latin paper given to the Lower Fourth two-thirds consisted of questions upon work previously done in class, and one-third of questions outside of the prepared work. In this class also the answers in the prepared work were very good. The highest percentage obtained on the whole paper was 77, and the lowest 26, the average being 52. The boys in this class were also asked to answer the easier questions in the elementary grammar paper which had been prepared for the three higher classes, and in some cases acquitted themselves creditably.

The Latin paper given to Remove A was similar in kind and arrangement to that given to the Lower Fourth; but the results were not very satisfactory. One boy did well, obtaining 65 per cent. on the whole paper, and two others obtained over 50 per cent.; but the average percentage was lower than we should have expected, being only 39; and there was in many cases an appearance of carelessness and slovenliness in the work done.

Remove B is a special class, consisting of older boys who are well advanced in other subjects, but are only commencing Latin. So far as their work has gone, they have made excellent use of their time. The work is, of course, of the most elementary nature; but it is well and thoroughly done. One of the members of this class obtained 99 per cent., and the average percentage obtained was 77. It would not be fair, however, to take these results as reflecting upon the work done in the other class. It must be borne in mind not only that the work done is of a very elementary nature, but also that the class consists almost entirely of boys of picked ability, and probably also of exceptionally industrious and earnest character.

The examination of the Lower School in Latin was conducted orally.

The boys forming the Upper Third were examined in a certain number of exercises contained in Smith's Principia, Part I., and in elementary grammar. The answers given were, with very few exceptions, good.

In Lower IIIA. the work done consisted of a portion of Morris's Elementa Latina. The answers generally were good, and the boys had evidently caught from their teacher the art of placing the words in their right order in a Latin sentence. The book which is used in this class, and which is also used in the remaining classes in the Lower School, does not seem to be very well adapted to its purpose.

The few boys who take Latin in Lower III., Division 3, were examined along with the boys who form Upper II. There was nothing in the Latin work of these classes calling for special remark.

We may remark here that very great difficulty and confusion is created in this part of the school by the fact that many of the boys leave their regular class-work and go to other subjects instead of Latin. If it is desirable to provide an alternative subject to be taken instead of Latin, we believe that the best subject that could be taken would be German. Such an alternative would create little, if any, confusion; and there is, we believe, no reason why German should not be made quite as efficient an instrument of education as Latin. If there should be an insurmountable difficulty in obtaining efficient teaching in German we would suggest that the most suitable substitute for Latin would be, in the Lower School, drawing and elementary physics, and in the Upper School drawing and more advanced physics, with laboratory work.

English.

The examination in English subjects was conducted in the same way as in the case of Latin —in the Upper School by means of papers, in the Lower School *vivâ voce*.

The Upper Fifth Form were examined in Shakespeare's Julius Cæsar, and in Morris's Elementary Lessons in Historical English Grammar. The results were satisfactory in both cases. The percentages obtained varied between 81 and 26, the average being 50. We understand it is the intention of the headmaster, when books can be obtained for the purpose, to read with this class some portions of Chaucer, to serve as an illustration of the principles given in the grammar. This will, no doubt, be a very valuable addition to the English studies of this class, and will prevent the grammar from becoming—as it is very apt to do—a mere tax on the memory.

The Lower Fifth were also examined in Julius Cæsar, and the results were equally satisfactory. The highest percentage obtained was 72, and the lowest 26, the average being 50. The essay was chiefly valuable as a test of writing and spelling, in which there was very little fault to find. The history was, in most cases, well remembered, the average percentage obtained being a little under 50.

In English literature and history the Upper Fourth passed a satisfactory examination, the percentage obtained being—in literature, highest, 85; lowest, 10; average, 36: in history, highest, 85; lowest, 20; average, 57. In twenty-four papers out of twenty-nine the writing and spelling were good.

The Lower Fourth were examined in literature and grammar only. In literature the class generally acquitted themselves well; and several of the boys wrote sensible essays upon the subject of "Mountain Ranges." Making allowance for a few blunders, the spelling and writing were good in three-fourths of the papers. In this class one hour a week is devoted to the analysis of sentences. We would recommend that as little time as possible should be given to this practice, which we believe to be very barren in good results.

Remove B and Modern Fourth were examined together in Shakespeare's Richard II. There is nothing in the results worthy of special remark. With very few exceptions the writing and spelling were good.

In Remove A the work in English literature is confined to repetition. The English examination, therefore, was confined to history and the analysis of sentences. The results were not very satisfactory. One boy only did well, obtaining 60 per cent.; several obtained less than 10 per cent., and the average percentage was under 20.

The examination in the English work of the Lower School is chiefly valuable as a test of writing and spelling. Our notes upon the work of Form Upper III. show that in English history the main facts were well remembered; that in English composition—which, in this case, means the reproduction of a narrative read out by the examiner—one-fourth of the class did well, one-third fairly, and the rest indifferently; that in writing and spelling one-half did very well, one-quarter moderately well, and a few indifferently or badly.

The same remarks apply without any material alteration to the English work of Lower IIIA., except that the proportion of those who did well in writing and spelling was rather less.

Form Lower III., Division 3, we had great difficulty in examining at all. The class is placed in one end of the large assembling room, being separated by a curtain from the class which occupies the other end of the same room. Owing to this and to the fact that any noise in the passages is heard very distinctly in the large room, we found the task of examining this form very

difficult and confusing. The class itself is, we understand, in a very anomalous position, and its existence is an obstacle to the progress of work in that part of the school. As we understand that the master of this class is about to undertake science teaching, which will be conducted in rooms more suited to the purpose than the assembling room, there is no necessity to say any more, except to express the hope that the class may be broken up and never reconstructed.

In the Upper Second, in history, with the exception of a few random guesses, the answers were good and intelligent. In writing and spelling about one-third were good, another third moderately good, and the remainder poor.

In the Lower Second, in writing and spelling about one-half did well or fairly, and about one-half poorly or badly. In history, in most cases, the answers were good. We noticed that in this class many of the boys were in the habit of guessing without knowledge.

In Form I. the writing and spelling were very much the same as in Lower II., one-half being good, and the other half bad or indifferent. The answers to questions in history were given well and intelligently. On the whole we were very well satisfied with the condition of this class.

It will be noticed that in writing and spelling a very considerable improvement is perceptible as you go higher up the school, especially in writing. On the whole we do not think this school compares unfavourably with other schools in this respect. But the spelling is undoubtedly, as it generally is, a weak point in the work.

French.

In the Upper Fifth Form the examination yielded perfectly satisfactory results.

In the Lower Fifth the translation both of seen and unseen passages was poor, and the answers to the other questions incomplete and inaccurate. Making due allowance for its position in the school, this Form, as far as French is concerned, is very inferior to the Upper Fifth. Many of the papers returned showed fair average work; but a large proportion were marked by extreme carelessness.

Lower Fourth.—The translation from French into English was good, although "unseen." The other questions were not as carefully answered as they should have been, considering the restricted amount of the work.

Remove B.—Although the boys in this Form have been learning French for one term only, their knowledge of the grammar is much more accurate than that of the Lower Fourth, and is very satisfactory. Their scanty vocabulary necessarily prevented their doing so well with the translation.

The examination of Remove A calls for no special remark.

In the Lower School most of the boys are only beginning to learn French. There is no reason to believe that they are not making good progress.

Science.

Chemistry.—In the Upper Fifth the work done in this subject was very good, a clearer understanding of the reasoning employed being shown than is often the case in schools. In the Lower Fifth, the results, with two marked exceptions, were extremely disappointing. It would appear that the boys are not made acquainted with the fundamental principles of chemistry until the end of their school course. The papers sent in by the Upper Fourth Form were very unequal, the marks ranging from 87 to 11 per cent. The knowledge of a considerable portion of the boys was very good, but there appear to be several who have not been induced to avail themselves of the instruction offered. In Remove A, also, the work was uneven, many accurate and definite answers having been received, while, on the other hand, many of the boys were quite unable to answer any questions in chemistry. The teaching of practical chemistry appears to be very satisfactory.

Physics.—The questions in physics set to Remove B were of a very elementary character, as none of the boys had studied the subject for more than one term. The answers were in nearly every case accurately and clearly expressed, and showed that the work had been well done. The marks obtained varied from 87 to 50. Taking into account the evident intelligence of many of the members of this class, we think that some work on physics not specially written for children might with advantage have been used as a text-book.

Physiology.—The papers received in this subject from the Lower Fourth were fairly good, but, considering the small amount of work offered, the answers might have been more exact.

Geography.

In Forms Lower IV. and Remove A the chief defect was in map-drawing, in which the boys produced results of a very inferior character. The rest of the work in these Forms was fairly satisfactory.

In the Lower School the examination in this subject showed that average work had been done throughout. The best results were those obtained from the Upper Second. It is to be regretted that physical geography or physiography does not receive more attention in the school.

Arithmetic.

A paper was set to classes Alpha and Beta, and the same paper, with the omission of one question, was also set to Class Gamma. These are the three highest classes of the Upper School. The following are the percentage results:—

	Highest.	Lowest.	Average.
Class Alpha, Division 1	62	24	50½
Class Alpha, Division 2	81	29	52
Class Beta	78	15	52
Class Gamma	56	17	33

In the case of Class Gamma these results are far from satisfactory, but the averages obtained by the two highest classes are good. In all these classes, with the exception of the second division of

Alpha, the work was fairly set down on paper, and generally with sufficient explanation to enable the process of working to be followed.

A second paper was set to the middle classes in the school, with the following results :—

	Highest.	Lowest.	Average.
Upper School—			
Class Delta	61	11	42
Class Epsilon	92	8	48·6
Class Zeta, Division 1	55	23	35
Lower School—			
Class A, Division 1	91	18	45

It will be seen that Epsilon and A, 1, answered this paper well. Both classes contain some very good boys, but that of Zeta, 1, was poor. For the second division of Zeta and A the paper was shortened by the omission of the questions which were beyond the range of their work. In the paper thus abridged they obtained average percentages of 42½ and 51 respectively. In all these classes, with the exception of Zeta, the work was set down fairly well.

Papers, adapted in each case to the work gone over, were also set to the Classes B, C, and D, in the Lower School, with the following results :—

	Highest.	Lowest.	Average.
Lower School—			
Class B	80	38	57
Class C, Division 1	86	21	46½
Class D, Division 2	82	19	44
Class D	65	7	33

Class B did well, and the boys were very equal; Class C, in both divisions, did fairly; and Class D poorly. With the exception of Class D the work was set down fairly well for little boys in all these classes.

All the classes in the Lower School were also examined orally. In this examination we found that the explanation of arithmetical processes given by the boys was good in nearly all the classes. In our inspection we remarked that this part of their training was carefully attended to, more especially in the classes taught by Messrs. Francis, Tibbs, Kirby, and Tomlinson. In the actual working of examples, however, all the classes, with the exception of Class B, were slow and inaccurate. Class B, indeed, was the only one in which any stress seemed to be laid on rapidity of working. This seems to us to be a notable defect in the arithmetical teaching, for quickness in working is of little less importance than accuracy; and it is usually found, moreover, that quickness and accuracy, slowness and inaccuracy, go together. It should be noted that the arrangement of the desks, and the fact that slates are never used, are not favourable to the training of the boys in rapid and accurate working.

Algebra.

The paper set in algebra to Class Alpha (the highest class) extended to the limits prescribed for the examination for junior University scholarships, and contained some questions up to the standard of that examination. For the second division of the class the paper was lightened by the omission of one question. The following are the percentage results :—

	Highest.	Lowest.	Average.
Class Alpha, Division 1	65	27	51½
Class Alpha, Division 2	57	8	40

These numbers are satisfactory, although none of the boys did brilliantly. There were a few good papers, and the greater number of the boys in both divisions did fairly well.

To Class Beta a paper up to simple equations (inclusive) was set, and the same paper, with the omission of one question, was also set to Class Gamma. The following are the results :—

	Highest.	Lowest.	Average.
Class Beta	93	44	66
Class Gamma	68	7	28

The paper was certainly an easy one for a class in the position of Class Beta; but, after making due allowance for this fact, the percentages obtained by that class are still highly creditable. From Gamma two good and two fair papers were obtained; the others were exceedingly poor.

Papers, up to fractions (inclusive), were also set to Class Delta, and the first division of Class Epsilon, with the following results :—

	Highest.	Lowest.	Average.
Class Delta	87	20	48
Class Epsilon, Division 1	53	17	33½

The lower classes in algebra—viz., Epsilon, 1 and 2, Zeta, 1, and A, 1 and 2—were examined orally. Being only beginners, no great degree of expertness was to be expected from them; but the examination confirmed the impression that we had formed from our previous inspection of the classes, that the groundwork was being carefully laid.

Euclid.

The papers set in Euclid to Class Alpha ranged over the first six books, and contained a few easy riders. The percentages obtained were the following :—

	Highest.	Lowest.	Average.
Class Alpha, Division 1	79	44	60
Class Alpha, Division 2	49	19	35

The answers of the first division were highly satisfactory, not only the propositions, but also the riders, being well written out. The second division, on the other hand, was decidedly weak.

The second class—Beta—had read only three books, with exercises on Book I. On the paper drawn for it the following percentages were obtained:—

	Highest.	Lowest.	Average.
Class Beta	80	32	48

This is quite satisfactory, although not nearly so good as in the first division of Class Alpha. The propositions were well understood; but the mode of writing them out might be improved, and more especially the diagrams, which were often of the roughest description.

Papers were also set to Classes Gamma and Delta on the work which they had respectively gone over. Gamma had read two books, and Delta forty-three propositions of Book I. The following were the results:—

	Highest.	Lowest.	Average.
Class Gamma	58	5	33½
Class Delta	54	9	33

These numbers are far from satisfactory. The propositions were poorly written out, while the two or three very easy exercises were hardly touched.

Below these classes there are three classes of beginners—Epsilon, Zeta 1, and A 1—who have read from five to fifteen propositions of the First Book. They were examined orally, and within the limited field of their attainments acquitted themselves satisfactorily, considerable pains having been taken in grounding them in the elements of the subject.

Trigonometry.

Trigonometry is taught only in the first division of Class Alpha, which numbered six boys. Two of these answered very fairly the paper set, obtaining 64 and 58 per cent. of the marks. The others were beginners, who had not had time to acquire an appreciable knowledge of the subject. This is, without doubt, the weakest spot in the mathematical department of the school.

It is proper to add that in the whole of our written examination the answering of the papers was supervised by masters other than those who had taught the classes under examination.

The papers set for the several classes in arithmetic and mathematics were confined strictly to the work professed to have been gone over. It is our duty to point out, however, that throughout the school the progress made from class to class, and consequently the extent of ground gone over by the different classes, seemed to us rather inadequate. Thus, in arithmetic the classes do not become strong in the general subject until Alpha and Beta, the two highest classes in the Upper School, are reached. Considering the time allowed, it would not be too much to expect that a considerably greater degree of proficiency in arithmetic should be attained in the Lower School; and the subject should be got finally done with in the lower classes of the Upper School, so as to leave the way clear for more rapid progress in algebra and geometry in the higher classes. In algebra, again, there are no fewer than six classes working under the limits of simple equations, while in Euclid six classes are also found jostling one another within the confines of the first three books. The result of this slow progress is that when the highest class has been reached there remains to be done so substantial an amount of work in algebra and geometry—not to mention even arithmetic—that the important and heavy subject of trigonometry is almost completely crushed out of the school.

Thus, while much of the teaching that we saw was of excellent quality, and while the mathematical department is, on the whole, in a sound condition, it is, nevertheless, much weaker than such an important department ought to be in a leading colonial school. The arithmetic of the Lower School is not strong enough to satisfy the requirements of a commercial community, and the mathematics of the Upper School is not carried to that stage of advancement which would give the pupils a fair chance of success in the competition for junior university scholarships. There are, no doubt, several subsidiary causes of this weakness, but we believe the main cause to lie in the present organization of the mathematical department. The work of the department is shared among eight masters, who cannot all be supposed to possess special qualifications, and each master is responsible for only a circumscribed portion of the course, with the temptation to limit his responsibilities by curtailing as far as possible the extent of his work. No one has a personal interest in the continuous progress of the pupils, who pass at short intervals from one master to another, and no one has the power and opportunity to push on the work of the classes so as to secure the highest attainable proficiency at every stage of the school course. We are fully aware of the advantage which the present system offers in admitting of the boys being classified with respect to their attainments in arithmetic and mathematics only; but we are of opinion that this advantage is greatly overbalanced by the diffusion of responsibility that has been adverted to, by the unnecessary subdivision of the classes and frequent change of masters, and, above all, by the fact that the instruction is committed to masters who have not been especially selected for their aptitude and success in conducting classes in arithmetic and mathematics. Moreover, as a matter of fact, the present classification of the mathematical department is very far from being perfect. An inspection of the figures which have been presented above will show that the majority of the classes are very unequal—quite as unequal as in schools where no independent classification in mathematics is attempted. In some instances even whole classes have done better in identical papers than classes above them in the school course. The system, therefore, has broken down in the one point in which it might be expected to be strong; and we have no hesitation in recommending that it be discontinued. We are of opinion that the whole of the instruction in the mathematical department should be placed in the hands of two specialists—a mathematical master, who should have charge of the mathematics of the Upper School, and an arithmetical master, who should be mainly responsible for the arithmetic of the Lower School. If this recommendation be adopted, we see no reason why arithmetic, upon which so high a value is reasonably set by parents, should not become, with the present liberal

allowance of time, the strongest subject in the school curriculum, and we should anticipate such an accelerated rate of progress in the mathematics of the Upper School as would permit trigonometry to be taken up by all the boys of the two highest classes.

Under this system the independent classification now existing in mathematics would have to be abandoned. Of course, independent classification would still be possible in so far as the subdivisions of the Forms were concerned, and with proper arrangements it might be extended to two consecutive Forms, if in any instance that were thought desirable, for two masters would be available, and it must be remembered that a separate master is not required for each subdivision of a mathematical class. As a rule, however, the Forms, although not the subdivisions, would be the same in mathematics as in Latin. The Form to which a boy should be assigned would be determined by examining him in Latin and English on the one hand and in mathematics on the other, and making a compromise when necessary between his literary and mathematical attainments. The promotion of the boys from Form to Form would be regulated in the same way.

The proposal to specialise the mathematical department is not a new or untried scheme. The specialisation of the several departments of instruction is, on the contrary, the main feature which distinguishes the organization of a high-class secondary school from that of a primary one. It has already been adopted in the Grammar School in the departments of French, science, and drawing; all of which subjects are now taught by specialists with manifest advantage. In most of the high-class schools at Home and in this colony the mathematical department is assigned to special masters, with great benefit to its efficiency, and without detriment to the general discipline of the school. We are of opinion that the same principle of specialisation should be carried out as far as possible in the other subjects of instruction. Thus the geography throughout the school should be intrusted to a master or masters who are themselves interested in the subject, and who possess an aptitude for teaching it in an instructive and interesting manner. We have already suggested that this subject should assume in the Upper School the form of physical geography or physiography, which would naturally fall within the domain of the science master. Care would have to be taken, however, not to encroach upon the time allotted to his other scientific work—and it should be remembered that he requires time, not merely for giving instruction in science, but also for the preparation of his scientific experiments. It is hardly necessary to add that the class-rooms also require to be specialised—in other words, that each subject should be taught in a room which has been seated and furnished with a view to convenience in teaching that subject.

We do not suggest that the reorganization of the school contemplated in these recommendations should be at once carried out to its fullest extent. Such a course would be inconvenient, and might be attended by unmerited hardship. We think that the headmaster, who knows better than we do the capabilities of the present staff, should be consulted as to the extent of reconstruction that is now feasible, and that he should be entrusted with the duty of drawing up such a rearrangement of the work of the masters as, after earnest consideration, might commend itself to his judgment. The completion of the reorganization of the school on the lines indicated should be kept in view as an aim to be attained as soon as future changes afford fitting opportunities.

There is, we understand, an impression existing in the minds of some parents that there is not sufficient explanation given by the teachers to the pupils. We are satisfied that this impression is entirely erroneous. It is even possible that explanations may be given too liberally, and from what we saw of the school work we should think it more possible for an error to be made in that direction than in the direction of scantiness of explanation.

Complaints are also, we are informed, sometimes made that the amount of work given to the boys to be done at home is excessive. So far as this complaint refers to the working of sums in arithmetic or algebra, or to the writing-out of exercises in parsing, or the analysis of English sentences, we sympathize with it if it is well founded. There is no necessity for the boys to carry home with them any work in those subjects.

It has been hitherto, we understand, the practice for outside examiners to examine the whole school annually for the purpose of classifying the boys and awarding prizes. This seems to us to be a very useless expenditure of time and labour. Nor is it possible for any outside examiner, even with ten times the labour, to do this work so well or so fairly as the masters themselves. It is clear that the master of the Form has the best knowledge of what ought to be expected from the boys, and he alone is able to take into account, in classifying and awarding prizes, the results of examinations previously held and work previously done throughout the year. Occasionally it may be necessary that outside examiners should inspect and examine the school, but such an examination and inspection should be held solely for the purpose of ascertaining the general state of efficiency of the school, and not for purposes of classification.

According to the existing arrangement the school year begins in September. This arrangement does not, so far as we are aware, exist in any other school in the colony. We strongly recommend that the annual examination and promotion should take place in December, and that the school year should commence in February. With the further view of facilitating the formation of the classes for the year we would suggest that the Board of Governors should apply to the Board of Education to alter the date of the examination for district scholarships from August to December.

Hitherto the school has laboured under a serious disadvantage owing to the unsatisfactory arrangements according to which district scholars have been admitted. This disadvantage has, no doubt, militated against the success of the school in the University examinations, and in other ways. Under the new regulations which have just been brought into force by the Board of Education this disadvantage will no longer exist. We have every hope that if the undoubted zeal and ability of the headmaster and of the leading members of the staff are backed up by the cordial support of the governors and the parents of the pupils, and if the suggestions that we have ventured to

make for the improvement of the organization of the school be carried into effect, the school will at no distant date take its proper position as one of the leading schools in the colony.

We have, &c.,
G. S. Sale.
John Shand.
Fred. D. Brown.

The Board of Governors,
Auckland Grammar School

3. Headmaster's Comments on the Report of Special Examiners.

I think that the following statistics, which, with others, were presented to the examiners, but have not been noticed by them in their report, deserve the attention of the Board. To me it seems that if a school which has been carried on under such difficulties is found to be in even a tolerable state such a result is highly creditable:—

Roll Numbers.—December, 1881, 163; December, 1882, 168; December, 1883, 249; December, 1884, 331; and December, 1885, 261.

Between December, 1881, and the date of the examination no less than 379 boys left the school, the average continuance of whom in it was only two years and four months—a less time than might be spent with profit in the highest Form alone—the majority probably staying less than eighteen months; whilst 477 entered. In January, 1882, there were eight assistant masters. Between then and the date of the examination eight left. Not one of these gave the prescribed notice: several left in the middle of terms, some without even a day's notice. Twelve joined, several in the middle of terms, and after intervals during which either partial temporary help was obtained or the places were left vacant. (Since the examination three more masters have left, and two have been appointed very hastily.)

Abstract of Roll, September, 1885, showing Form or Class, Number of Scholars in Form or Class, Average Ages, and Average Continuance in School.—Upper Fifth, 14 scholars, 16 years 8 months, 4 years and 1 term; Lower Fifth, 16 scholars, 16 years 5 months, 3 years; Upper Fourth, 31 scholars, 15 years 5 months, 2 years and 1½ terms; Lower Fourth, 25 scholars, 15 years 2 months, 2 years and 2½ terms; Remove A, 27 scholars, 14 years 9 months, 2 years and 1 term; Remove B, 17 scholars, 15 years 6 months, 1 term; Upper Third, 27 scholars, 13 years 9 months, 1 year and 2⅓ terms; Lower Third, 23 scholars, 13 years 4 months, 2 years; Modern Third, Division 3, 22 scholars, 14 years 5 months, 1 year and 2½ terms; Upper Second, 25 scholars, 12 years 6½ months, 1 year and 2 terms; Lower Second, 22 scholars, 11 years 9 months, 1 year and 1 term; First, 14 scholars, 11 years 4 months, 2 terms; Alpha, Division 1, 7 scholars, 17 years 1 month, 4 years and 2 terms; Alpha, Division 2, 15 scholars, 16 years 6 months, 2 years and 2 terms; Beta, 15 scholars, 15 years 10 months, 2 years and 2 terms; Gamma, 15 scholars, 15 years 7 months, 3 years and 2 terms; Delta, 18 scholars, 15 years 2 months, 3 years; Epsilon, 34 scholars, 15 years 3⅓ months, 1 year and 1⅕ terms; Zeta, 23 scholars, 14 years 6 months, 2 years and 1½ terms; A, Division 1, 19 scholars, 14 years 11 months, 1 year and 2⅓ terms; A, Division 2, 13 scholars, 13 years 5 months, 1 year and 1½ terms; B, 22 scholars, 13 years 6 months, 2 years; C_1, 27 scholars, 13 years 4⅔ months, 1 year and 2⅓ terms; C_2, 19 scholars, 12 years 11 months, 1 year and 2 terms; D, 20 scholars, 11 years 5 months, 1 year and ½ term.

It should be remembered that in the higher Forms the average continuance is greatly raised by the presence of a few boys who have attended for very long periods. Thus, in the Upper Fifth one boy, who left before the examination, had attended for eight years, three for seven years, one for five years, five for three years, and two for only two years. In the Lower Fifth two boys had attended for only just over a year, and seven for only two years; but the average was raised by two who had stayed for six years and two for five years. So in Beta, to which I shall have to allude further: out of fifteen boys, nine had been in the school for only one year and one term, and two only two years; but the average was raised by three who had attended seven years, one six years, and two seven years. It will be easily understood that when so many of the boys in the highest Forms have attended for so short a time the standard of work cannot be high. In a report dated the 24th December, 1884, I dealt pretty fully with the state of things then existing. The candid statement of the shortcomings of the school contained in that report has been freely drawn upon by a member of the Board in attacking the management of the school, but apparently without any reference to the stated causes of those shortcomings. Nor has the report been considered by the Board as a whole.

The following are the names of the masters who take the various forms and classes. In giving them, however, I should point out that the bulk of the boys with each master at the time of the examination had been with him for about eleven weeks only, so that praise and blame must be shared with the masters above and below. (This does not apply to natural science; or, in the main, to French.) Also, certain Forms, especially Remove A and Zeta, as being the lowest in the Upper School, and Modern Third, Division 3, were made up mainly of unpromising boys. Headmaster: Latin and English of Upper Fifth, "Julius Cæsar" of Lower Fifth. Mr. Anderson: Latin and English of Lower Fifth, Part of English of Lower Second. Mr. Francis: Latin and English of Upper Fourth, mathematics of Epsilon and First. Mr. Tibbs: Latin and part of English of Lower Fourth, mathematics of Alpha and A. Mr. Cox: Latin and English of Remove A, English of First. Mr. Kirby: Latin and French and English Literature of Remove B, English Literature of Lower Fourth and Modern Fourth, mathematics of Zeta. Mr. Tomlinson: Latin and English of Upper Third, mathematics of Delta and B. Mr. Alloway: Latin and most of English of Lower Third, mathematics of Gamma and C, Division 1. Mr. Carson: Latin of special boys, English and French of Modern Third, Division 3, mathematics of C, Division 2. Mr. Dickson: Latin and English of Upper Second, part of English of Lower Second, mathematics of D. Mr. Trevithick: All writing and drawing. Mr. Highton: All natural science, mathematics of Beta. Mr. Watkins: All French, except that of Remove B and Modern Third, Division 3, History of Lower Third. I

should also point out that the examination was held in the first term of the year, which makes a great difference in the case of Upper Fifth, Lower Fifth, Upper Fourth, Lower Fourth, Alpha, and Beta. In the other forms promotions, unfortunately, have to be made nearly every term; still, the principal changes are made in September.

*A "very few exceptional instances" of a tendency to forwardness.**—One boy and one only was mentioned to me by Mr. Sale—a boy of very peculiar disposition and manners.

Civil Service Examination.—I agree that it would be better for the real education of the best boys if passing the Civil Service Examination were not made an object. The examination is ill adapted for the purposes of schools—purposely so, I am told by a member of the Civil Service Examining Board. But a pass in it has practical uses; and for boys who, from the shortness of their stay, have no chance of winning University scholarships, it is also useful as a register of a certain amount of education. From 1881 to 1884 only one boy expressed a wish to pass, and no preparation was given for the examination. One or two boys passed after leaving the school; but the smallness of the number has been urged to the discredit of the school by a member of the Board. In the Dunedin High School no attention is paid to this examination, nor, I think, at Christchurch. Wellington and Nelson Colleges lay themselves out for it. I do not consider the Odes of Horace specially hard. I have had very good results in this author from very young boys.

Prepared work in the Upper Fourth better than that which demanded a General Knowledge of Latin.—Thirteen boys in this Form entered the school entirely ignorant of Latin, in September, 1884.

Practice in "unseen" Latin recommended.—Practice in "unseen" requires a considerable vocabulary and grip of the idiom. It is given in the Upper Fifth and Lower Fifth.

The Latin Grammar in Use.—Roby's "Public Schools Grammar" has been procured long ago, but the boys have not seemed ripe. One of the best, having been recommended to get it, objected to the expense, as he thought himself unable to make a good use of it.

Remarks on Latin of Remove A.—This Form contains poor material, gets none of the able boys from Remove B, and is the Form in which many of the dull boys finish their career.

Disapproval of elementary Latin Book in Use.—I disagree. The book in use was deliberately introduced to supersede Smith's Principia, Part I., and is, in my opinion, much superior for beginners.

Lower Third, Division 3.—Here and elsewhere read "Modern III., Division 3." The Latin class mentioned does not really belong to this Form, but consists of boys requiring special teaching in this language.

Alternative for Latin.—Latin is, according to the accepted reading of the School Act, optional. The parents who object to it object equally to German, and generally to all linguistic and literary studies—I might say to "higher education" generally. Their demand is for more arithmetic and writing, and this is what these boys get. Further, as these boys are scattered through many different classes in threes and fours, it is necessary for economy that the alternative subjects should be such that one master can take boys of very various ages and attainments together in them. In German or physics these boys would have to be distributed into about five very small classes. I do not understand what the "confusion" is, except that the time-table is a little complicated. However, these boys certainly are an extravagant element in the school, and, with very few exceptions, unsatisfactory. But, even if it were lawful, no good would be done by forcing Latin or German upon them. I had hoped that a complete modern side, containing some really able boys, would be developed, as in many English schools; but the few and unpromising boys who do not take Latin cannot be formed into one.

Analysis of Sentences.—The value of analysis of sentences is matter of opinion. I believe it to be very useful, especially for boys who do not deal much with foreign languages, and consider it the part of English grammar which is most useful in stimulating the reasoning faculty; and most modern authorities hold this opinion.

Use of Big School by two Forms.—The occupancy of the hall by even one class is undesirable—much more so the use of it by two classes at once. This term there will be one class less than last; and, therefore, only one class will be in the hall. But should the numbers increase again, two classes will have to occupy it.

Recommendation that Modern III., Division 3, be broken up.—In consequence of the reduction of the staff, this Form will be broken up. I, however, regret this; for it served as a receptacle for boys who would be drags upon other Forms. There is one—and only one—way in which it could be satisfactorily broken up—by superannuating all the boys except the three or four who are worthy of promotion.

French.—The French master strongly, and, as I think, justly, objected to some of the papers set, as not giving the boys a fair chance of showing what they knew. All the Forms except Remove B and Modern III., Division 3, are in the same hands for French.

Natural Science.—In this subject, also, though to a less extent than in French, the papers set did not appear to the master to afford a satisfactory test.

"It would appear that the boys are not made acquainted with the fundamental principles of chemistry until the end of their school course."—This is due to the shortness of attendance in the school, for which see preliminary remarks.

Text-book in Physics.—The text-book used is the only one obtainable in Auckland (except works which are too advanced) without being specially ordered. Most of the books for beginners are not very satisfactory.

Physical Geography.—A very valuable subject, but has been crowded out. Political geography, being very necessary, will be taught in several Forms next term.

* The side-headings are intended to serve merely for purposes of reference to the report of the examiners, with which these comments should be read.

Arrangement of Desks for Mathematics.—The arrangement preferred is probably that adopted in the Dunedin High School. The "desks" are shelves fastened by hinges round three sides of the rooms. When writing, the boys sit at these with their faces to the walls; when not writing, they sit facing the other way. Our present desks and benches would not be available for use in this way. But, further, the facing the walls, the impossibility for the Master of having the whole class within his glance at once, the necessity of having his back to the boys on one side of the room if he leaves his desk and faces those on the other, and the use of forms without support for the backs, make the arrangement, to my mind, objectionable. I have visited the following New Zealand schools: Timaru High School, Christchurch Boys' High School and Christ's College Grammar School, Waitaki High School, Nelson Boys' College, Wellington College, Napier High School, Auckland Girls' High School, and Dunedin Girls' High School. Unless it be in the last, as to which my recollection is not definite, the arrangement is not found in any of these schools, nor have I seen it in any English school.

Disuse of Slates.—Slates were deliberately abolished by me throughout the school, as injurious to handwriting, tending to encourage recklessness, and uncleanly in use. I mentioned this at the time to the Board. Their chief recommendation is that they are economical.

Algebra, Euclid, &c.—Alpha, Division 2, consisted of boys who had not completed one term in the class. Gamma, Delta, and Zeta contained poor material. All the best boys on entering the Upper School pass over Zeta into Epsilon.

Slow Progress from Class to Class.—This is due, not to the cause suggested by the examiners below, but (1) to the late entrance, and therefore late commencement of mathematics; and (2) to the great drain of boys from the classes in the middle part of the school, and the overwhelming influx of boys in the lower parts of the school. Recently the influx has ceased, but the consequent reduction of the staff equally necessitates promotions. These have to be made much too often, and without proper regard to fitness, simply to fill up the higher and make room in the lower classes; and when unprepared boys are sent into a class the standard must come down to them.

"*Thus, in arithmetic the classes do not become strong in the general subject until Alpha and Beta—the two highest classes in the Upper School—are reached.*"—Alpha learns no arithmetic, though, of course, it takes up the whole subject for examination; Beta merely does occasional papers to prevent the boys from forgetting—a thing which, if allowed to lay the subject on one side, even the district scholars, who have for many years made arithmetic their chief study, do with surprising rapidity. Gamma and Delta, in like manner, merely revise the subject, and, when necessary, add one or two new rules which are not taken in the Sixth Standard—the measure of the attainments of district scholars. Experience has shown that it is not wise to drop arithmetic as soon as the rules have been gone through; but it *is* in the main "got done with" in the lower classes of the Upper School. As to the Lower School, it is sufficient to point out that the boys in the highest class (A) have, on the average, been but eighteen months or less in the school.

Six Classes said to "jostle" one another.—The "six classes" are, Beta, Gamma, Delta, Epsilon, Zeta, Division 1, and A, Division 1. The last two are not whole classes, but divisions. Zeta, Division 1, a portion of the lowest class in the Upper School, is really inferior to A, Division 1, from which, so soon as their other subjects permit them to enter the Upper School, boys go directly to Epsilon. Beta was doing simple *simultaneous* equations when examined—that is, in the first term of the school year. At the end of last school year it was in quadratic equations. So, in Euclid, Beta at the end of last school year had finished Book IV., and Gamma was where Beta now is. It was and is intended that Alpha, Division 2, should begin trigonometry at once: by the end of the school year it will have made considerable progress. But the six Forms are not in fact successive, and cover a very short space of time. As I have mentioned, nearly two-thirds of the boys in Beta have spent little more than a year on Euclid and algebra. For such a period the amount of work is, in my opinion, more than respectable. And, be it noted, Beta is highly commended by the examiners, a proof that these boys have rightly been advanced above their fellows.

Mathematics said to be weaker than they should be.—I do not believe that the mathematical department is notably, if at all, weaker than the others. In all alike the standard is necessarily very low. I cannot but think that the examiner has been led to take a somewhat more severe view of it by the fact that he has a theory to support.

Arithmetic of the Lower School said to be not strong. Note, "of the Lower School."—If this is the case, and if, as I contend, there are causes beyond my control which tend to depress the standard, at least it is right to carry on arithmetic until it is, as the examiner allows that it is in the highest classes, really strong.

"*There are, no doubt, several subsidiary causes.*"—With this brief reference the examiners dismiss all the exceptional difficulties under which the school has been carried on, except that further on they mention the district scholarship difficulty as a thing of the past, which, as regards its effects, it will not be for many years. But I can well believe that none but those who have had actual experience of them can realise what our difficulties are.

"*We believe the main cause to lie in the present organization of the mathematical department.*"—It will be convenient if I here briefly describe the system introduced by me and now criticised by the examiners. I found a division of the school into Upper and Lower existing. (I may remark parenthetically that a report in which I pointed out that this division is not very convenient, and that it mulcts the young and forward whilst favouring the old and backward in the matter of fees, and suggested that the difference of fee should depend, not on a boy's place in the school, but on his age, has shared the fate of many others in not securing the consideration of the Board.) The boys of the Upper School are distributed into as many Forms as the number of masters permits for Latin, English, French, and natural science, on the basis of their attainments in those subjects. For mathematics they are redistributed into classes—as they are called for the sake of distinction—on the basis of their proficiency in mathematics. Thus it is possible, though so extreme a case

never occurs in practice, that a boy might be in the highest class for mathematics, but in the lowest form for other subjects. The Lower School, again, is rearranged for mathematics, except that the lowest Form, being merely preparatory, is not included. The advantage is obvious. It not uncommonly happens that a boy who excels in other work is more or less weak in mathematics, and *vice versâ*. In such a case the strong subject does not suffer for the weak. But to render this redistribution possible it is necessary that all the boys in the Upper School should be engaged on mathematics at the same hours, and also all boys in the Lower School at the same hours, though these latter need not be and are not identical with the former. Thus, at least as many masters must teach mathematics as there are classes in either "set," to use the technical term. This is what the examiners consider objectionable. With their arguments I will deal as they occur in the report.

Eight Masters teaching Mathematics.—There were at the time of the examination six classes for mathematics in the Upper, and five in the Lower School. Thus six mathematical masters would have sufficed. But in making a time-table other considerations have to be taken into account, and, having eight masters—and, indeed, more—who, though not, perhaps, all possessing "special qualifications," were quite competent to teach the subject, I found it convenient to employ that number. As there were, including myself, thirteen masters on the staff, it was quite easy to arrange that the one or two who have no great taste for mathematics should not be asked to teach the subject. Of all the eight I may say that their qualifications in this subject were quite as good as in any other.

Masters said to be tempted to curtail the Work of their Classes.—Masters know that their work will be judged by amount as well as by thoroughness, and, therefore, even supposing that they look at the matter from a purely selfish point of view, are likely to press on. As a matter of fact I have at least as often to check a master who is going over the ground too rapidly as to urge on one who lags.

Assertion that "no one has a Personal Interest in the Continuous Progress of the Pupils."—Incorrect. The headmaster and the senior mathematical master, who, under him, is responsible for the general condition of the whole mathematical department, have such an interest. The senior mathematical master from time to time examines every class, and reports to the headmaster. Both make such representations to the class masters as may seem to them to be required. In justice, however, to Mr. Tibbs, I should point out that he has been in his present position for only two terms, and that his arrival was preceded by an interregnum of one term, during which temporary arrangements were made for the class work, whilst the supervision which now falls to his lot was in abeyance. Note that this, like every other argument advanced by the examiners, applies equally to every subject; so that the only logical conclusion would be that every subject should be taught by one man only, or, at all events, by only one or two.

Alleged "Unnecessary Subdivision of Classes."—I do not understand this reference, unless it is to the fact that Alpha, Zeta, and A are worked in two divisions. This is necessary in Alpha, because it is the highest class, and boys stay in it for more than one generation; in Zeta and A because these are the lowest class in the Upper and the highest in the Lower School respectively, and the best boys in the latter are naturally in advance of the worst in the former. It is, thus, not the system, but its (necessary) incompleteness which occasions "subdivision." Were the coming and going more regular the whole of A would overlap Zeta, and all boys from it would at once enter Epsilon, as the best now do. But, were the system recommended by the examiners adopted, every class would have to be worked in from two to four divisions, or some boys would have to be dragged on, others kept back in their work.

"Moreover, as a matter of fact, the present classification of the mathematical department is very far from being perfect."—Causes already mentioned.

Statement that Whole Classes have done better than those above them.—This is due, in the main, to the late entrance of many boys. For instance, the district scholars have to enter at the bottom of the Upper School because of their absolute ignorance of secondary subjects; but, being old and picked boys, they rapidly cover the ground. The same thing happens in Latin. Scholars enter Remove B, and this class at the beginning of the year is at the beginning of Latin, &c.: by the end it has overhauled both Remove A and Lower Fourth, and its best boys go at once into the Upper Fourth.

Recommendation that two Specialists should take Charge of the Mathematics of the Upper and Arithmetic of the Lower School respectively.—In the examination term there were twelve classes, working six hours a week; in the coming term there will be ten: and the senior master requires some time for examination purposes. How two masters, working twenty-five hours a week, could cover this work I do not know.

Trigonometry to be taken by the Highest Two Classes.—Including Beta, three-fifths of the boys in which began mathematics on their entrance into the school only a little more than one year ago!

Independent Classification said to be possible to the extent of two consecutive Forms.—No. The examiners have just said that one of the two should devote himself to the Upper School mathematics, the other to the Lower School arithmetic.

Statement that a Separate Master is not needed for each Subdivision of a Mathematical Class.—Yet the examiners have just objected to subdivision. In my opinion subdivision, though sometimes inevitable, especially in the highest class, in which boys ought to stay for more than one generation, always involves some loss, and should be minimised. But redistribution confined to "two consecutive forms" would be worse than useless, because the difficulty which now occurs at the junction of the Upper and Lower Schools would then occur at the junction of each "set" of two classes with the next.

"The Form to which a boy should be assigned would be determined by examining him in Latin and English on the one hand, and mathematics on the other, and making a compromise, when

necessary, between his literary and mathematical attainments."—This, like some other remarks, seems to me to show that the examiner who is responsible for this part of the report has not realised—and, indeed, it must be hard to realise—our difficulties. Would he really propose that—to take an extreme, but very common, case—a boy who is fit for the Upper School in English and arithmetic, but knows *nothing* of Latin, French, natural science, or mathematics, should be placed in this way? (I have said "the examiner," though elsewhere I have followed the report in using the plural. The examiners did, of course, confer together; but in the actual work of examination and inspection each confined himself strictly to certain branches.)

Proposal to specialise not new.—We must distinguish between the specialisation and the system by which it is proposed to facilitate it—that of non-redistribution for mathematics. In my opinion specialisation within moderate limits is desirable; though even this is not the opinion of all schoolmasters. It is not, with regard to the ordinary subjects, such as classics, English, and mathematics, essential in any but the highest Forms—and in these it can be and is carried out under our present system—or so important as to override other considerations. In the middle and lower Forms the teaching power of the master is far more important than the extent of his attainments.

Specialisation said to be a feature of Secondary Schools.—Yes, within the limits of the possible, but not to such an extent as to override the principle of reclassification, which is also a distinguishing feature of English secondary schools. In such a school as the Manchester Grammar School, in which, when I was a master there, there was a staff of over thirty masters, nearly all of whom were honour men of English Universities, the principles did not clash to any great extent. It was easy to have on the staff half a dozen mathematical honour men, and to employ most of their time in mathematical work. Still, even these took some general work, and the two or three lower masters who were not specialists took mathematics. The boys were very thoroughly reclassified. In very rich schools there is no difficulty: as many specialists as are required for the number of mathematical classes are employed, and the time not required by these is not given to teaching at all. But, without going further into details, I may say that I know of no great English school in which reclassification for mathematics is not practised. In Merchant Taylors' School, in which I was educated, the boys were completely redistributed; and every regular master except the headmaster taught mathematics.* Of New Zealand schools, the Dunedin High Schools are the only schools in which I know the system recommended by the examiners to be in force. From school-lists of the Christchurch Boys' High School, 1882, Christ's College Grammar School, 1882,† and Timaru High Schools, 1885, I find that redistribution was practised at those dates. In the case of the first the names of the masters assigned to each class are given, and I find that all the six assistant masters were teaching mathematics. At the Auckland Girls' High School the girls are separately distributed for every subject, so that nearly every teacher has to teach nearly everything. At the Sydney Grammar School the boys are redistributed, and no less than thirteen masters, being all the assistant masters except one regular and two visiting masters, teach mathematics. I must therefore claim the authority of the high-class schools at Home and in the colony for the present system.

French, Natural Science, and Drawing already committed to Specialists.—Necessarily, because these are subjects which general masters are rarely competent to teach, and which stand on a very different ground from that occupied by classics, English, and mathematics.

Employment of Specialists for other Subjects recommended.—Yes, as far as possible. It is strange that the examiners do not mention Latin, which has quite as good a claim to be taught by a specialist as mathematics. I doubt whether any master could be found who would be content to be merely or mainly a "geography master." "As far as possible," the tastes and special capabilities of masters are consulted. There is, however, a drawback when each Form goes to too many different masters, in that no one of them has enough to do with the boys to impress himself thoroughly upon them, to be responsible for their general tone and discipline, and to see that the home work is properly co-ordinated. The less time a master gets with the same boys the more difficult is the maintenance of discipline.

Natural Science Master to have Time for Preparation.—I wish it were possible to give the natural science master more time than he now has (namely, three hours a week) for this purpose, and also to provide him with an assistant, but have not ventured to suggest the necessary expenditure.

Gradual Change of System recommended.—Compromise is, so far as I can see, impossible. The two systems are mutually exclusive.

Sudden Change "might be attended by Unmerited Hardship."—I suppose that this means that it might be necessary to dismiss some of the present masters, to replace them by specialists. This, however, would in my opinion be a futile attempt, at all events unless the Board is prepared to largely increase the salaries. Nine out of ten of those who in New Zealand offer themselves for masterships are not specialists, but "general masters." It will be remembered that when, recently, the Board advertised a special mathematical mastership at a special salary, the election was deferred for want of a completely suitable candidate, and that ultimately only two or three who could be called specialists offered themselves. Still less can it be expected that ordinary posts, with the meagre salaries now attached to them, will command specialists.

Capabilities of Present Staff.—As to many of the masters, I should be puzzled, and so, I think, would they, to decide to which department they ought to be assigned. There would, indeed, be no difficulty in selecting three masters as specially marked out for teaching mathematics: Messrs.

* This school has since been completely reorganized, but still the boys are reclassified for mathematics.

† Since this was written I have obtained the school lists for 1885, and find that redistribution is now confined to the higher Forms. How many masters are employed does not appear, but the school appears to be, on the whole, worked on the system recommended by the examiners.

Tibbs and Kirby were distinguished for mathematics in their university careers; Mr. Francis, though eminently an "all round" man, and more distinguished at the University for English than for mathematics, was, like the other two, specially commended for his teaching of mathematics by the examiners. But these three were equally commended for their general work—a fact which supports what I have said as to the greater importance of teaching power than of special attainments. They are very useful in that work, and I should be unwilling to spare them from it, and they, I believe, unwilling to give it up. One or two of the others I consider non-mathematical, and do not employ on mathematics. The rest, if we exclude the masters for French and natural science, are no more specialists in any other subject than in mathematics, but are quite competent to take work up to a reasonable standard in two or three.

Excess of Explanation as likely as Defect.—I hope that the due mean is observed in this matter in the school; but I have no doubt that, to meet the case of the duller boys, more explanation is given than is necessary, or even desirable, for the brighter, who would be mentally more robust if induced to help themselves more. The danger is a common one of modern education, and will continue to exist so long as many parents continue to believe that if a boy does not get on the fault is always the master's, nothing being allowed for natural defects, want of encouragement at home, and the like.

Home Work in certain Subjects said to be Unnecessary.—As regards algebra and arithmetic, I consider that it is good for a boy, when he has had sufficient explanation and practice under the master's eye, to be called upon to perform similar work at home as a test of the extent to which he has profited by these, and to foster self-reliance. Knowledge—if it be knowledge—which is unavailable without a prompter at hand is of little value. I am, however, willing to try the experiment. Indeed, long since some masters declared their preference for no home work in these subjects, and I have allowed them to have their way. As regards analysis of sentences, it is evident that the examiners are determined to wage war upon it on every opportunity.

Suggestion that Outside Examiners should merely test Efficiency of School, not settle Prizes and Promotions.—The suggestion is in accordance with the general, though not universal, practice in English schools, except that the examination of the highest Forms, on the result of which the chief prizes and scholarships depend, is usually conducted by the outside examiners.

Commencement of School Year in September.—This came about in the following way: In 1882 the examination was held in August on my recommendation. I made that recommendation firstly and chiefly because it was found impossible to get the results of an examination by outside examiners, who were expected to place every boy in time for the distribution of prizes to take place before Christmas, the examination being held in December; also, because in December the best boys are likely to be engaged with university examinations, because boys are often withdrawn just before December, and because I was told that the weather in that month was frequently unfavourable. The school year was, however, still considered as ending with the calendar year until 1884, in which year the Board of Education, without consulting us, though partly, I understand, with the idea that it would suit our convenience, commenced to send up its scholars in September. To find room for these boys it is necessary that promotions should be made not only in the lower Forms—in which, unfortunately, they are necessary in every term—but also in the higher. In that year a good many parents conformed to the change thus rendered necessary, and possibly all would in time have done so had not the Board of Education subsequently decided that at the Girls' High School the school year should, nominally at least, begin in February. If the suggestion of the examiners as to the awarding of prizes, &c., by masters be adopted the difficulty as to getting in the results of the examination will be removed. If the Board of Education would also resume the practice of sending up its scholars in February the return to a school year corresponding with the civil year would certainly be advantageous. I may also remark that the district scholars who have come up in September will find themselves without scholarships during the term preceding the examination for University scholarships—a very awkward arrangement.

Improved System of District Scholarships.—I hope much from the direct effects of the change, and at least as much from its indirect effect in encouraging parents who intend to send their sons to a secondary school to do so at a reasonably early age, instead of keeping them dawdling on at a primary school until there is no time left in which they can make a good use of the advantages offered by a secondary school. But the effects of the change will manifest themselves only gradually, and, so far as the competition for university scholarships is concerned, the school will not feel the benefit until the scholars and others who will join toward the end of this year are ready to compete—that is, in five years or more.

Conclusion.—I long ago stated my conviction that this school was not producing, and, under existing circumstances, could not produce, the results which, under fair conditions, might be expected from a richly-endowed secondary school. Neither the generally favourable report of the examiners nor the recent successes of the scholars have shaken that conviction; for I know by what persistent efforts these successes, such as they are, have been brought about, and how much greater results the same efforts would have produced under reasonable conditions. A very large proportion of the "zeal and ability" (the words are not my own) expended upon the school has been wasted. The main causes I have already stated. Some may, I hope, be considered as exceptional and unlikely to recur, such as the frequent changes in the staff—though with the present meagre scale of salaries it is unlikely that able men will stay long, or that, if they do stay, they will be contented. But other causes, such as the late joining, unprepared condition, and early leaving of boys, the failure of many—I, of course, do not say all—parents to urge on the boys and support the masters, the constant carpings at the school, and the play given to unworthy animosities, appear to be chronic. As long as these continue, as long as the school is misused as it has been misused, so long will its public usefulness be minimised, so long will it be prevented from doing its proper work in the proper way, and so long will the position of my colleagues, and specially of myself, be one of incessant worry and exhausting labour, producing very inadequate results, and earning, no doubt, the silent apprecia-

tion of those who are sufficiently intelligent, and who take sufficient trouble, to acquaint themselves with the facts, but harassed by the noisy hostility, the cavillings, and the misrepresentations of others. I regret that I have been obliged to express dissent from some of the suggestions of the examiners. I should regret it still more should I, in the haste of writing, have given ground for the supposition that I have failed to appreciate the generous tone of the report. But I claim the fullest right to express such dissent on questions in the decision of which knowledge of schools and school methods and practical experience are of weight. As to the suggestion about the organization of the mathematical department, I may say that the experience and the opinion of the senior mathematical master confirm my own. I also regret my inability to send in these remarks at an earlier date, and the marks of haste which they bear, both in their form and in their substance. The period which has elapsed since the last meeting of the Board has been one of incessant work in the interests of the school.

13th February, 1886. C. F. Bourne, Headmaster.

Supplementary Statement.—Continuance in the School of Boys in various Forms at date of Examinations.—(The periods shown are under, and in most cases much under, the actual periods.) Upper Fifth: 3 boys, 2 years; 5 boys, 3 years; 1 boy, 4 years; 1 boy, 5 years; 3 boys, 7 years. Lower Fifth: 1 boy, 1 year; 8 boys, 2 years; 2 boys, 3 years; 1 boy, 4 years; 1 boy, 5 years; 3 boys, 6 years. Upper Fourth: 2 boys, 1 year; 21 boys, 2 years; 2 boys, 3 years; 3 boys, 4 years; 2 boys, 5 years; 2 boys, 6 years; 1 boy, 7 years. Lower Fourth: 1 boy, 1 year; 10 boys, 2 years; 5 boys, 3 years; 5 boys, 4 years; 4 boys, 5 years. Remove A: 2 boys, 1 year; 10 boys, 2 years; 11 boys, 3 years; 2 boys, 6 years. Remove B: 17 boys, 1 year (all one term only). Upper Third: 11 boys, 1 year; 9 boys, 2 years; 6 boys, 3 years; 1 boy, 4 years. Lower Third: 4 boys, 1 year; 10 boys, 2 years; 6 boys, 3 years; 2 boys, 4 years. Modern III., Division 3: 9 boys, 1 year; 5 boys, 2 years; 7 boys, 3 years; 1 boy, 4 years. Upper Second: 9 boys, 1 year; 9 boys, 2 years; 6 boys, 3 years; 1 boy, 4 years. Lower Second: 10 boys, 1 year; 10 boys, 2 years; 2 boys, 3 years. First: 14 boys, 1 year. Totals: 78 boys, 1 year; 95 boys, 2 years; 52 boys, 3 years; 15 boys, 4 years; 8 boys, 5 years; 7 boys, 6 years; 4 boys, 7 years.

Number of Boys who left from each Form in 1885.—Upper Fifth: May, 3; August, 4; December, 5: total, 12. Lower Fifth: May, 2; August, 8; December, 3: total, 13. Upper Fourth: May, 3; December, 7: total, 10. Lower Fourth: May, 6; August, 3; December, 6: total, 15. Remove A: May, 1; August, 5; December, 4: total, 10. Upper Third: May, 2; August, 4; December, 8: total, 14. Lower Third: May, 2; August, 5; December, 5: total, 12. Modern III., Division 3: August, 3; December, 8: total, 11. Upper Second: May, 4; August, 3; December, 3: total, 10. Lower Second: May, 2; August, 5; December, 6: total, 13. First: May, 1; August, 5; December, 5: total, 11.

To give a school a fair chance, the large majority of boys should stay until they reach the higher Forms. Here the very opposite happens. Out of 131 boys who left during the year, only 12 had reached the highest Form, 25 the second, 35 the third.

4. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Current income from reserves	3,268	7	9
School fees	2,263	18	4
Amount of guarantee policy with Standard Insurance Company in favour of the late Secretary	500	0	0
Balance at end of year	1,776	8	3
	£7,808	14	4

Expenditure.	£	s.	d.
By Balance at beginning of year	1,285	3	2
Secretary's salary	100	0	0
Collector's salary	148	12	11
Rent, stationery, &c.	65	5	11
Special audit	168	11	6
Elections expenses	13	0	6
Teachers' salaries and allowances	4,182	16	4
Ponsonby Branch School	50	9	10
Examinations—			
Examiners' fees	18	18	0
Other expenses	13	11	7
Scholarships	93	6	8
Prizes	186	17	6
Printing, stationery, and advertising	168	4	9
Cleaning, fuel, light, &c.—			
School	112	3	1
Property	28	10	2
Site and buildings—			
Purchases and new works	235	8	6
Fencing, repairs, &c.	61	16	9
Rents, insurance, and taxes—			
School	38	16	0
Property	195	15	11
Interest on current account—			
Loan	200	0	0
Overdraft	102	14	2
Property expenses	54	0	11
Law expenses	24	13	0
School furniture, &c.	103	9	1
Travelling expenses	19	2	0
Miscellaneous expenses	27	10	0
Defalcations by late Secretary, applicable to 1885	95	17	0
Balance in hand at end of year	13	19	1
	£7,808	14	4

G. Maurice O'Rorke, Chairman.
G. von der Heyde, Accountant.

I hereby certify that I have examined the books and vouchers of the Auckland College and Grammar School for the year ended 31st December, 1885, and that I find them to be correct.—L. A. Durrieu, Auditor, 20th February, 1886.

5. Statement of Assets, Liabilities, and Engagements, 1st January, 1886.

Assets.	£	s.	d.	*Liabilities.*	£	s.	d.
Value of endowments	40,000	0	0	Bank of New Zealand overdraft	1,776	8	3
Value of Grammar School buildings and furnishings	8,000	0	0	Loan from New Zealand Land Mortgage Company for additions to school buildings	2,000	0	0
Value of other buildings, let to weekly tenants (old) say	1,200	0	0	Outstanding claims, per schedule ..	457	0	6
Rents outstanding	196	1	0				
Cash in hand	13	19	1				
Board of Education—							
Quarter's allowance to 31st December for Drill Instructor at Girls' High School	12	10	0				
Share of rent of Choral Hall, presentation of prizes, 1885	1	3	9				
	£49,423	13	10		£4,233	8	9

Engagements.—Agreement with headmaster for ten years at £700 per annum, besides capitation allowance; six years unexpired.

G. Maurice O'Rorke, Chairman.
G. von der Heyde, Accountant.

Seen.—L. A. Durrieu, Auditor, 20th February, 1886.

6. Report of the Inspector-General to the Hon. the Minister of Education.

Auckland College and Grammar School.—Inspected 14th October, 1885.—This continues to be one of the largest and most highly-classified schools. Most of the boys enter rather too late and leave too early for their own advantage and for the credit of the school. One result is that the headmaster—wisely, I think—has no form above the Upper Fifth. I have inspected the school for several years, and I am of opinion that, notwithstanding some weak points, it is in better condition now, as to teaching power and as to tone, than it has been in any former year. That I should be able to say this is the more remarkable because of the really severe loss sustained by the school in the removal of so able a master as Mr. Sloman, who resigned on being appointed principal of the Girls' High School.

Greek is not taught in the school; but—alongside of Latin and mathematics—French, drawing, chemistry (with laboratory work), physics, and military and calisthenic drill are prominent subjects of instruction; and two large classes of boys are learning the use of tools in a workshop fitted with all necessary appliances, including four lathes.

I think that the recent determination of the Auckland Education Board to offer some scholarships to boys under the age of thirteen is likely to have the effect of drafting off, not only the successful candidates, but also some of their rivals and schoolfellows, from the primary school to the high school at an earlier age than has been the common rule in this district, and so to improve the school and the boys for whose benefit it exists, and make it a feeder to the University College. At the same time, I fear that some of the masters may seek and obtain higher remuneration in spheres of greater responsibility than those which they now occupy, and that it may not be easy to fill their places.

The school year in this institution ends in August, so that my visit occurred in the first term of the year instead of in the last, as, according to my usual custom, I designed, and consequently I saw the school in the worst condition for display.

I append the programme for the year that had just ended:—

Work of Upper Fifth, September, 1884, to August, 1885.—Latin.—Horace—Odes, Books III. and IV.; Carmen Sæculare; De Arte Poetica. Sallust—Jugurtha. Virgil—Æneid, Book II.; Eclogues, I., IV., V., VI., VII. Bradley's Introduction to Continuous Prose, Ex. xxi. to xci. (pages 47 to 253), Division 2. Wilkins's Easy Exercises, lxxvi. to lxxxiv. (pages 61 to 83). Bradley's Arnold, Ex. i. to xxxv. (pages 1 to 188). Public Schools Primer—The whole, with special attention to pages 120 to 172. Notes on grammar, the calendar, money, weights, &c. A general grammar paper weekly. Unseen translation weekly. Repetition—Horace, Odes, III., 1, 2, 3, 4, 5, 18, 30; Carmen Sæculare. *English.*—Shakespeare—1 Henry IV. Bacon—Ten essays. History—Elizabeth to Anne, George IV. and William IV. Geography—Hughes's Classbook—Preliminary, continents, Polynesia, United Kingdom, British North America, United States, Mexico, Central America, West Indies, States of South America, India, Nubia, British possessions. Essays weekly. *French.*—"La Tulipe Noire" (Dumas), chapters i. to xi., pages 1 to 100. Blouet's Composition, Part I., Nos. i. to lvi., pages 1 to 37. Brachet's Elementary Grammar—The whole (Books I. and II. revised without exercises; chapter iii., syntax, with exercises). *Natural Science.*—Chemistry—Preparation and properties of principal metallic and non-metallic elements and their more important compounds; the atomic theory and laws of chemical combination; quantivalence of the elements; general problems, involving application of Boyle's and Charles's laws, and the alteration of volume in gaseous combination. Practical work in laboratory—Detection of metallic and non-metallic radical composing an unknown simple salt, including the common phosphates and oxalates (Division 1, also detection of metals in a mixture of two or more unknown salts). Text-books—Roscoe's Lessons, Muir's Practical Chemistry for Medical Students, Tilden's Practical Chemistry. Physics—No special text-book. Heat—About as in Ganot's Popular Natural Science. Mechanical powers, much more fully; also mathematical problems.

Work of Class Alpha, September, 1884, to August, 1885.—Algebra—Todhunter's Smaller, chapters xxix., xli., and general. Euclid—Book VI., with riders on Books I. to IV. Trigonometry—Todhunter's Smaller, chapters i. to ix.; Hamblin Smith (introduced in Third Term), i. to xii.

Work of First Form for the Third Term (Fourteen Weeks) of the School Year.—English History—Nelson's Brief and Blackwood's Reader, Edward III., Richard III. Grammar—Trotter, pages 7 to

19; also elementary analysis. Geography—Cornwell's Small, Scotland, Ireland, Europe (general features). Reading—Blackwood's Historical Reader, Part I., pages 1 to 72. Repetition—Macaulay's "Battle of Lake Regillus," i. to xvi. Spelling—Sutterthwaite's, pages 30 to 33, and from Reader and Repetition. Arithmetic—Simple rules, reduction of money, money rules, bills of parcels (very simple).

AUCKLAND GIRLS' HIGH SCHOOL.

1. Report of the Board of Governors.

The Board presents the following report of the school for the year ended 31st December, 1885:—

The school year opened with 173 pupils, being fifty-five less than the roll number at the end of 1884. The number of pupils gradually increased to 199. The number of teachers (exclusive of visiting teachers) was eight, one less than the number employed during 1884.

An examination of the whole school was held at the end of the second term in August, and was conducted by Professor Brown, Professor Thomas, and the Rev. E. H. Gulliver. Copies of their reports and of the examination papers are appended. The distribution of prizes and certificates of merit took place in December, in the presence of a large public assemblage, including the governors, masters, and boys of the Auckland College and Grammar School.

The subject of technical instruction is dealt with in the headmaster's report, which contains a summary of the work done during the year.

Nineteen girls holding district scholarships or certificates of proficiency received free tuition at the school. It is satisfactory to report that they stood high at the annual examination. Five other girls held foundation scholarships of the value of £15 a year, with free tuition. These scholarships are awarded to pupils of the Fourth Form not exceeding sixteen years of age at the time of examination, and are tenable for two years, subject to the holder's regular attendance, good conduct, and satisfactory progress in study.

The question of establishing a preparatory branch in connection with the school was considered by the Board, but was finally abandoned as impracticable. The requirements of the entrance examination have been modified, and the admission of pupils is now left to the discretion of the headmaster.

The financial position of the school has caused much anxiety to the Board. It was stated in last year's report that, owing chiefly to the large and exceptional outlay for repairs and additions to the building, the expenditure during 1884 had exceeded the income by more than £600. At the end of August, 1885, a further loss of £580 had arisen, and it became necessary to reduce the expenditure. By the substitution of female for male assistant teachers, and by other means of retrenchment, a saving at the rate of £550 a year was made in salaries alone, the reduction to take effect from January, 1886. In addition to the annual parliamentary grant in aid of the school, a special grant of £500 was received from the Commissioners of Reserves for Secondary Education. These grants enabled the Board to discharge its liabilities to the end of the year.

The acquisition of a permanent endowment for the school has not yet been completed. The Board has selected a block of land to the value of £5,000 for reservation as an endowment in terms of "The Auckland Girls' High School Act, 1878;" but, after the lapse of seven years from the passing of that Act, the school still remains unendowed; and it appears to the Board that a much larger endowment than £5,000 will be required before the school can be maintained without the help of an annual vote from Parliament.

One of the purposes for which an endowment is immediately needed is to supply a fund for the erection of a proper school building. This is a most urgent want. The lease of the premises now occupied in Upper Queen Street will end at the 31st December next. The Board has received possession of the Howe Street site, containing three acres; but the buildings on that property are beyond repair, and cannot be fitted for occupation. The cost of a suitable building in brick is estimated at £5,000; and, in the absence of any other resource for this purpose, the Board has applied to Government for a special grant from Parliament to enable this work to be carried out during the year.

Auckland, 5th March, 1886. Samuel Luke, Chairman.

2. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Balance in hand and in bank at beginning of year	291	3	10
Grant from vote of the General Assembly (five quarters)	1,250	0	0
Paid by School Commissioners	500	0	0
School fees	1,505	9	0
Interest on current account	36	0	0
	£3,582	12	10

Expenditure.	£	s.	d.
By Office—Salary	40	0	0
Teachers' salaries and allowances	2,278	2	0
Examinations—			
Examiners' fees	82	7	0
Other expenses	3	9	2
Scholarships	75	0	0
Printing, stationery, and advertising	169	4	8
Cleaning, fuel, light, &c.	57	13	1
Fencing, repairs, &c.	168	2	10
Rents, insurance, and taxes	302	14	0
Interest on current account	6	15	9
Furniture	83	5	1
Legal expenses	1	0	0
University College fees	12	0	0
Matron and servant	109	6	8
Balance in hand and in bank at end of year	193	12	7
	£3,582	12	10

Samuel Luke, Chairman.
Vincent Rice, Secretary and Treasurer.

Examined and found to be correct.—L. A. Durrieu, Auditor, 26th February, 1886.

3. Headmaster's Report.

Sir,— Girls' High School, Auckland, 25th January, 1886.

In reply to your letter No. 3,032, of date 24th December, 1885, I have the honour to forward my report for the year ending the 18th December, 1885.

The school opened for its year's work on Monday, the 2nd February, and during the first week 173 pupils attended. We have received no large accession of numbers since that date, but the attendance has steadily, though slowly, increased. During the second term 189 pupils were enrolled, and in the third term the number of names on the roll was 199. The work which has been done in the school during the year will be best seen from a detailed report on each subject. With regard to the heartiness which was infused into the work both by teachers and pupils I can speak in the highest terms.

English.—Selections from the works of various writers have been critically and exhaustively studied. Shakespeare's Julius Cæsar, Richard II., and Merchant of Venice; Milton's Comus and Il Penseroso; Scott's Lady of the Lake and Lay of the Last Minstrel; Chaucer's Prologue to Canterbury Tales, have been in most cases wholly, but in some only partially read, by one or other of our highest Forms, while the lower Forms have studied with equal care pieces selected from their reading book. In each instance portions have been committed to memory, and in the lower classes the pupils have been required to reproduce in writing the passage they have learnt. This practice, together with that of carefully copying passages from their reading books, and also of writing passages from dictation, form a very important feature of the Lower School work. The result has been that the spelling, which was in a very poor state at the beginning of the year, has much improved, though it is far from what I hope to see it. The study of English grammar has been carried on throughout the whole school, care being taken in the younger classes that mere rote work is not done. Very fair progress has been made in the subject. The practice of English composition, towards the improvement of which our whole English teaching should tend, has been carefully carried out.

History.—Various portions of the history of England have been studied by the various Forms. I regret that we have not been able to see our way to read any Roman history in our higher Forms, but I have hopes that the defect will be remedied next year.

Geography.—This subject has been studied throughout the school with tolerable success. In the younger Forms the geography of New Zealand, Australia, and also the chief ocean routes, have occupied the time. In the Upper School geography of a wider scope has been attempted, also physical geography has been studied by the elder girls, who have entered into the work with a great deal of interest.

Laws of Health.—Berners's First Lessons in Health has been the text-book for this subject in the younger Forms. They have mastered the principles of the subject very fairly, and understand some of the simpler rules for the preservation of health.

Object Lessons on various subjects, chiefly those of natural history, have been given in the Lower School. The time devoted to this lesson is looked forward to with great interest by the younger children. In connection with this subject I intend that a course of lessons on domestic economy should be given next year to some of our higher Forms. This is one of those technical subjects which should undoubtedly be included within the curriculum of a girls' school. A course of lectures on elementary chemistry will also be given in the Upper School during the course of the year.

French.—Good work has been done throughout the school in this subject. We suffer from one drawback, however, which I hope to see remedied next year. Two elementary text-books are in use in the school. This renders it exceedingly awkward when a girl is to be promoted from a Form where the one is in use to another Form where the second text-book is read. I shall ask the Board at the proper time to allow a change in the printed "Programme of Study" to be made, so that one elementary text-book only should be used in the school. The advantage of this plan is obvious, inasmuch as the child advances in the school as she reads further in the book, and the knowledge she has gained in the earlier stages is utilised as she proceeds. Selections from various French authors have been carefully read in the upper Forms, and the very important study of French composition has received its due share of attention.

Latin.—In the Latin school, Virgil, Horace, Cicero, Livy, and Cæsar have been read by our various Forms. I have strong hopes that the scholarship winners who joined the school in September last will ere long make their mark in this subject. In our upper Forms attention has been paid to the translation of English passages into Latin. In this important branch of work very fair success has been attained. During the third term ninety-three girls read this subject.

German.—The German class, which is held at the same time as the Latin, contained during last term eleven pupils. Great difficulties present themselves to the teacher of this class, inasmuch as the girls who offer themselves for instruction do not constitute a class, but are of very different degrees of attainment. I regret that the Board will lose the services of Miss Evers, who has conducted the class, under very disadvantageous circumstances, as successfully as could reasonably be hoped.

Greek.—An attempt was made in the month of June to begin a Greek class in this school. When the subject was first mentioned sixteen girls gave in their names as being anxious to join a Greek class if such were formed. On its being ascertained, however, that it was necessary to make Greek alternative with French, there was a general desire on the part of those who had come forward to continue the study of French. Consequently the project of forming a Greek class at that time fell through.

Mathematics.—In this important subject the school is undoubtedly weak. This weakness shows itself in failing to grapple with problems—*i.e.*, failing to apply principles which have pre-

viously been learnt in cases where they are required. I should state, however, that this is not a weakness peculiar to this school, but arises from a difficulty inherent in the subject. It is found in all our examination papers that the problem, whether occurring in the simple arithmetic of the Lower School, or in the more complex algebra and Euclid of the Upper, is passed over by two-thirds of the Form, while the question which involves mechanical work only is successfully attacked by all. Of course, this is one of the difficulties which an earnest teacher will constantly strive to conquer, and I hope that next year will see a marked improvement in this particular. Arithmetic has been taught throughout the school. In the higher Forms algebra and Euclid have been added to the course of study, and in the Sixth Form trigonometry has also been read. Last term seventeen pupils were reading the last-mentioned subject. During the first term of the year one of our senior pupils read mechanics and hydrostatics.

Singing.—At the commencement of the year this subject was taught by a visiting master; but during the course of the year it was thought advisable to teach the subject by means of the regular staff. For the purpose of singing the school was divided into two large classes. The girls had arrived at the stage of being able to sing very nicely in two parts. The Fifth and Sixth Forms do not learn singing.

Drawing.—This subject is taught by a visiting master, and the work done throughout the year has been very satisfactory. During the lesson each class is supervised by its own teacher, while the visiting master exercises a supervision over the whole.

Sewing.—This subject is taught in the Lower School in a thorough manner, while in the Upper School the facility which has been previously acquired is maintained and improved. For a few weeks previous to the closing of last term the girls were busy in making garments for gratuitous distribution. The headmaster offered prizes, one in the Upper and one in the Lower School, for the best-made and most useful garment for a child. About two-thirds of the school competed, and the result was that there were 130 or 140 really useful well-made garments. The ladies who kindly undertook the tiresome duty of adjudging the prizes were exceedingly gratified at the character of the work.

Seven of our girls presented themselves for the matriculation examination in the beginning of December, and one competed for a University junior scholarship.

The Inspector-General visited the school on Friday, the 16th October. Unfortunately, the day was a half-holiday; but the morning was spent by him in looking into the mathematical and classical work at the school.

The Visiting Committee has paid monthly visits to the school, and I have to thank them for the prompt manner in which any suggestion of mine has been carried out.

During the first and second terms of the year sixteen scholarship and five certificate holders attended the school. One scholarship was, however, forfeited at the August examination, by the holder not complying with the conditions. It is also my sad duty to report to the Board the death, in August last, of one of our most promising scholarship holders, Miss A. M. Browning. At the opening of the school for the third term four other district scholars attended, and one holder of a foundation scholarship. Three girls who had obtained certificates of proficiency in the previous August examination also entered the school at the same time. These girls all give great promise of good work. During the third term, therefore, nineteen scholarship and five certificate holders attended the school. It will be gratifying to the Board to hear that in the case of all these girls I can speak in the highest terms, both of their exemplary conduct and of their industry and attention to work.

In conclusion, I beg to tender my heartiest thanks to all my colleagues for the loyal manner in which they have fulfilled their arduous duties. I append the returns which were asked for.

I have, &c.,

The Secretary, Board of Education. JOHN F. SLOMAN, B.A., Headmaster.

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4. REPORT of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

Auckland Girls' High School.—Inspected 16th October, 1885. Since I visited the school last year Mr. Neil Heath has retired from the position of headmaster, which has been taken by Mr. Sloman. No change of any importance has been made in the organization and work of the school. The senior class of girls is reading Livy, and the next class Horace. I think it would be better for both of them to read easier authors. Throughout the school the teaching is active and energetic, and the pupils display intelligence and interest in their studies.

The highest and lowest work of the school is as follows:—

Highest Form.—Latin—Composition, Bradley's Arnold; Livy, Book XXII. *English*—Literature, Prologue to Canterbury Tales; original essays, criticism of style, &c., paraphrasing; Morris's Historical Grammar. *History*—Revolution to accession of Victoria. *Geography*—Political, general, physical, atmosphere, ocean, climate, &c. *Mathematics*—Arithmetic, general; algebra, to progressions. *Geometry*—Book VI., riders. *Trigonometry*—Hamblin Smith's Book. *Physics*—Elementary. *French*—Hachette's Third Reader, Toepffer, Chardenal's Exercise Book for Advanced Students, Blouet's Composition.

Lowest Form.—English—No. IV. Royal Reader; grammar, parts of speech in simple sentences, with inflection of the noun. *Geography*—Principal physical features of the world, outline of New Zealand. *History*—Roman period to Richard III. (Reader). *Arithmetic*—Simple and compound rules. *French*—Pronunciation and elements of grammar. *Object Lessons* on familiar subjects. *Sewing*, which is taught throughout the school.

THAMES HIGH SCHOOL.

1. Report of the Board of Governors.

Sir,— Office of Thames High School, Thames, 6th May, 1886.

I have the honour herewith to forward you the annual report of the Board of Governors of the Thames High School; also the audited statement of the Board's accounts for the year ended the 31st December, 1885.

The attendance at the school shows an average of about fifty-nine pupils, or a slight decrease from the attendance of the previous year.

Financially the school is not nearly in such a satisfactory position as at the close of 1884. The income from the Aroha Goldfield again shows a most serious decrease, it only amounting to £231 9s. 5d., as against £563 2s. 7d. in 1884, and £745 17s. in 1883. Mining matters at Te Aroha are still in a most depressed state, and unless a revival takes place there—of which, however, there seems no immediate probability—the Governors fear a still further diminution of income from that source. The depression at Te Aroha is also shown by the small amount received for rent from the agricultural sections leased by the Board, considerable difficulty being experienced in collecting the rents as they fall due.

The evening classes instituted by the Governors in the winter of 1884 were again continued last year, and the Governors believe considerable benefit resulted therefrom to those who attended them. Considerable attention has also been given by the Governors to the matter of technical education. A furnace has been built at the school, a laboratory established, and all the appliances necessary for assaying have been obtained from England for the use of the pupils. Professor Brown, of the Auckland University, and Professor Black, of Otago, when on a visit to the school, expressed themselves greatly pleased with the arrangements made for the pupils and with the proficiency attained by them.

The Governors would also again bring under the notice of the Minister of Education the necessity for the appointment of an examiner of secondary schools, and trust arrangements may shortly be made for the examination of all secondary schools by a gentleman specially appointed by Government for that purpose.

Herewith are copies of the report of the examiners, Professors Brown and Thomas, of the Auckland University. I have, &c.,

The Hon. the Minister of Education, Wellington. W. Fraser, Chairman.

2. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance in hand and in bank at beginning of year—				By Office—Salary	30	0	0
Fixed deposit account	1,200	0	0	Other office expenses	4	17	6
Current account	343	12	5	Teachers' salaries and allowances	981	10	0
Current income from reserves	111	9	4	Prizes	12	5	0
School fees	335	8	6	Printing, stationery, and advertising	37	15	0
Interest on deposit account	77	1	7	Cleaning, fuel, light, &c.	41	1	0
Goldfields revenue	231	9	5	New works	77	10	0
Drawing prize (special)	2	2	0	Fencing, repairs, &c.	142	4	5
Balance at end of year	36	17	2	Rents, insurances, and taxes	19	6	4
				Interest on current account	0	5	4
				Expenses of survey, sales, management, &c.	18	13	5
				School requisites	172	12	5
				Balance in bank at end of year—fixed deposit	800	0	0
	£2,338	0	5		£2,338	0	5

W. Fraser, Chairman.
Richard A. Heald, Secretary and Treasurer.

Examined, and found to be correct.—L. A. Durrieu, Auditor.

3. Examiners' Reports.

Gentlemen,— University College, Auckland, 21st December, 1885.

In accordance with your request, we have carefully examined the various classes of the High School, and we now have the honour of reporting as follows:—

Arithmetic.—The arithmetic of the school is very fair, though the problem work is weak, and in much the same condition as in former years.

Algebra.—The examination in this subject showed very great inequality, some of the pupils being evidently capable of doing better work if they had had the opportunity, while the knowledge of others was deficient.

Geometry.—Classes I. and II. did their work very fairly, while the answers sent in by Class IIIa. were, with a few exceptions, very good. With regard to Class IIIb. it should be noted that the marks returned really refer to a maximum of 50, whereas in Class IIIa. the maximum is 100. The marks in IIIb. have not been doubled in order that the state of knowledge of the two divisions of the class might be measured by the same standard. In the subject of geometry there is a very decided improvement on the work of last year.

Physics.—The examination in this subject calls for no special remark. It was on the whole satisfactory.

Chemistry.—As in the case of one or two other subjects, there was very great inequality here. Some of the papers returned were remarkably good, being far above those usually sent in by

secondary schools. On the other hand, other papers exhibited a very scanty knowledge of the facts of chemistry. It is to be noted that the best papers were those returned by the pupils who had worked in the laboratory.

Practical Chemistry.—Those of the pupils who study this portion of the subject were specially examined in it, and the results were good considering the limited provision made for laboratory work.

Geography.—The work done in geography was very fair, the pupils showing a good knowledge of the position of places. In the physical part of the subject, however, the answers were not so satisfactory. From Class II. some excellent maps were received.

History.—A fair knowledge of the facts was shown on the whole, but there was too great a tendency to have recourse to the imagination.

English Grammar and Composition.—The Second Class exhibited a good knowledge of grammar, and many of the essays returned showed considerable ability. For the Third Class the paper set was perhaps too difficult to bring out the best results, but it is clear that more attention should be paid to the proper construction of sentences. The essays were not unsatisfactory.

Latin.—In Latin the grammar was fair, but the translation from English into Latin was not sufficiently accurate. The translation from Latin into English done by Class II. was weak, whilst in the case of Class IIIA. the translation departed too widely from the text, suggesting the idea that the subject-matter was written from memory, and not actually translated from the text.

French.—In Class I. the results were very good, the language being employed with marked facility. Class II. yielded average results, while Class IIIB. did very good work, translating into French with much greater accuracy than in former years.

Reviewing the examination as a whole, we consider that, though there is need for improvement in some of the points referred to above, the Thames High School is in a very satisfactory condition.

We have, &c.,

FRED. D. BROWN.
A. P. W. THOMAS.

The Board of Governors, Thames High School.

SIR,—

In compliance with the request of the Board of Governors, we have examined the drawings at the High School. There were two classes of drawings presented for our inspection. The first consisted of original designs, in which there were six competitors. We have awarded the prize to No. 321, but we warmly commend the design of 231, and the animals of 213 and 132 In the general work of the class we have awarded the prize to G, and we desire to commend the work of B and D. One sketch of flowers from Nature, which was fairly executed, deserves commendation. We were pleased to see the drawings from original designs, which displayed fair ability in most of the competitors. This is a kind of work that deserves encouragement, as it tends to develop whatever of genius the student may possess.

L. NEILL.
F. TIZARD.

The Secretary, Thames High School.

NOTE.—The prize-winner of original designs, No. 321, is Mabel Styak. Those commended are —(No. 231) M. Fleming, (No. 213) Louisa Wright, and (No. 132) Harold Coney. In general work the prize-winner (G) is Helen Kilgour, and those commended (B and D) were F. Fletcher and W. Pearce respectively. The sketch of flowers from Nature was executed by Nessie Kilgour.—JAMES ADAMS, B.A., Headmaster.

SIR,—

We have examined the sewing, as requested by the Board of Governors, and we award the prizes as follows: In Class I., to the work labelled 52; in Class II., to the work labelled 48; in Class III., to the work labelled 19. We have also examined the darning, of which there were two classes. The prize in Class I. is awarded to No. 4, and we commend the work of No. 11. In Class II. the prize is awarded to No. 1. We would recommend that in future each competitor should show a specimen of each kind of needlework—*e.g.*, stitching, gathering, buttonholes, sewing, &c.

L. NEILL.
F. TIZARD.

The Secretary, Thames High School.

NOTE.—The work labelled 52 is that of S. J. Hetherington, No. 48 is that of Isabella Laurie, and No. 19 is the work of Kate Bayldon. In darning, No. 4 is the work of Florence Fletcher, and No. 11 (commended) that of Jessie Aitken. The prize in the Second Class (No. 1) is that of Effie Murray.—JAMES ADAMS, B.A., Headmaster.

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4. REPORT of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

Thames High School.—Inspected 20th October, 1885. In this school boys and girls are taught together, and that without any inconvenience, so far as I can ascertain. The school is of a more modern type than most of our high schools. Latin is taught so far as to enable the best pupils to pass the Civil Service Examination; but less stress is laid upon it than in schools of the strict grammar-school type. The most advanced pupils can construe a difficult passage from Cæsar intelligently, and have a fair knowledge of the fundamental parts of the grammar. Their knowledge of mathematics, as shown by their ability to deal with "riders" to propositions in Euclid's Third Book, is very creditable. They have considerable practice in reading French. Good object lessons are given. The modern science department is well adapted to the wants of the locality, practical chemistry being taught in a laboratory, with all appliances necessary for assaying. The instruction in the lowest part of the school is, I think, not quite as energetic and interesting as it might be.

The programme for the highest and lowest classes is as follows:—

Highest.—The following subjects for junior scholarship, New Zealand University: Latin, French, mathematics, inorganic chemistry, elementary mechanics of solids and fluids.

Lowest.—Outlines of English history and geography, object lessons and their reproduction, simple rules of arithmetic, and French.

WHANGAREI HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance in hand and in bank at beginning of year	47	4	5	By Office expenses (postage and stationery)	0	5	0
School fees	8	1	6	Teachers' salaries and allowances	16	13	4
Books, &c., sold, and other refunds	8	17	0	Printing, stationery, and advertising	0	6	0
				Rents, insurance, and taxes	15	3	0
				Balance in hand and in bank at end of year	31	15	7
	£64	2	11		£64	2	11

WM. BEDLINGTON, Chairman and Secretary.

Memorandum.—These accounts were for the year 1884, but paid in 1885. School closed since end of December, 1884.—W. B.

Examined, and found to be correct.—L. A. DURRIEU, Auditor.

Arrears still due.—Fees, £15 8s.; for books, 4s. 6d.

NEW PLYMOUTH HIGH SCHOOL.

1. REPORT of the BOARD of GOVERNORS.

SIR,—

I have the honour to forward the annual report of the Board of Governors of the New Plymouth High School; also the statement of receipts and expenditure for the year ending the 31st December, 1885.

During the year girls have been admitted to the school, and the experiment, so far, has been very successful, the applications for admission being in excess of the accommodation. Owing to the limited size of the only class-room available, the Board have been compelled to limit the number of pupils, and, as the financial position will not admit of the necessary expenditure required to provide sufficient accommodation, several girls have been refused the benefits of the school. When funds are available, the Board intend to enlarge the class-room, so that girls shall have the same privileges of admission to the school now enjoyed by boys.

The falling-off in the attendance of boys alluded to in the last report has not been remedied to the extent it ought to be, considering the advantages offered in the way of a superior education at very low school fees. This is in some measure owing to the want of facility offered by the railway, country boys being placed at a great disadvantage, as they can rarely get to the school by train before 11 a.m. The limited population of the district also limits the number of pupils; but this will be remedied gradually, as the population is steadily increasing. Taking into consideration the limited population within a convenient distance from school, and the absence of a considerable number of persons who have realised wealth, the school has been reasonably successful, and, in the face of many difficulties, has performed good honest work in the education of pupils attending it.

Owing to the constant struggle the Board of Governors have had in order to make revenue meet expenditure, there has been no money available to obtain the assistance of outside examiners of sufficient standing to make an annual examination of the school; consequently the Board are unable to compare the progress of the pupils with that of similar secondary schools in the colony. The Board of Governors earnestly urge on the Government the necessity of periodical examinations being made by Government examiners for the whole of the secondary schools. A portion of the cost might fairly be charged against each institution, in the proportion of the number of pupils taught in the schools. If this were done, a more comprehensive knowledge would be obtained of the work performed in these schools, and if in any respect the results were found to be unsatisfactory a remedy could be promptly applied.

The usual annual examination of the pupils was made by Mr. Pridham, M.A. (the principal), in December, and the prizes won by the pupils were distributed at the school, on breaking up for the Christmas holidays, by Mr. O. Samuel, M.H.R., in the presence of Major Atkinson, M.H.R., Mr. J. Paul, Mayor of New Plymouth, the chairman and members of the Education Board, and other gentlemen, and a large audience, consisting of the parents and friends of the pupils, and the general public. The demonstration was a great success, and it showed the deep interest taken in the school by a large and intelligent section of the public.

The Rev. Mr. Habens, Inspector-General of Schools, visited the school during the year for the purpose of general inspection, and, though no special individual examination of the pupils was made, a general report of the state of the school was forwarded to the Minister. The school is mainly engaged in imparting knowledge required in professional and commercial pursuits. It is a matter of regret that provision cannot also be made in connection with the school for giving instruction, outside of school hours, in practical geometry, mechanics, architectural and mechanical drawing, and freehand drawing to young workmen and apprentices who desire to excel in the higher branches of the various trades in which they are engaged. Such an application of a portion of the funds of secondary schools would be beneficial, and if in its infancy such a branch of the High School were assisted by a Government capitation grant it would get established and would ultimately

be self-supporting. The rapid progress of the arts and manufactures in the colony mainly depends on the presence in the colony of skilled workmen, and such skill can only be properly brought about by the efficient teaching of the subjects above alluded to. Manual skill alone will not produce the high-class mechanic; the mind must be properly trained as well as the eye and hand to produce the best results. More attention to practical education of this character would make high schools useful to a large class of persons, and would materially tend to remove the popular feeling against such institutions that they are class schools, and not for the benefit of the people generally. It is therefore to be hoped that night schools in connection with secondary schools will become gradually established in the centres of population, and so supply that great want that exists in the colony—viz., facilities for teaching those subjects above referred to, which underlie all excellence in mechanical skill and artistic manufacture.

The school is yet unable to rely entirely on its own resources, as there is an annual deficiency of from £150 to £200. It is, however, anticipated that this condition of affairs will gradually be remedied when the balance of the endowment in land to the value of £10,000, authorised by Parliament, has been made good. Land to the value of £1,200 has yet to be set aside to complete the endowment. When this land has been granted, and the secondary reserves now unlet have been taken up by tenants, it is anticipated that effect can be given to the circular of the 19th January, 1885, with reference to technical education. The school has got over the early difficulties inseparable from the establishment of such an institution in a small district, and the Board feel satisfied that, with the hearty co-operation of the able staff of teachers the school fortunately possesses, good work will continue to be done in future.

I have, &c.,

THOMAS KELLY,
Chairman.

The Hon. the Minister of Education, Wellington.

2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Balance in hand and in bank at beginning of year	43	17	3
Grant from vote of the General Assembly	200	0	0
Current income from reserves	309	19	11
Paid by School Commissioners	183	0	0
School fees	221	17	6
Balance at end of year	156	19	4
	£1,115	14	0

Expenditure.	£	s.	d.
By Office salary	39	19	7
Other expenses of management	25	12	0
Teachers' salaries and allowances	823	1	8
Prizes	5	0	0
Printing, stationery, and advertising	37	17	4
Cleaning, fuel, light, &c.	31	4	0
Fencing, repairs, &c.	134	5	3
Rents, insurance, and taxes	5	0	0
Interest on current account	1	17	0
Certificates of title, Onairo Reserves	11	17	2
	£1,115	14	0

THOMAS KELLY, Chairman.
E. VEALE, Secretary.

Examined and passed.—C. RENNELL, Auditor.

3. REPORT of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

New Plymouth High School.—Inspected 9th and 12th October, 1885. In the boys' school the number in attendance has fallen to thirty-three. This number, however, is not comparatively small in proportion to the population. Two boys have been nearly four years in the school, and eleven others three years; but there are thirteen who have been only three, six, or nine months there. The register shows that the attendance is less regular than is usual in high schools, and some boys who come in daily from the country arrive very late. Many of the pupils have entered before they were fit for proper high-school work, and have had to spend a year in a preparatory class; and I see reason to believe that some whose preparation was professedly adequate had been very ill-prepared.

The school is divided into Seniors and Juniors, and there is a small preparatory class. In mathematics the Upper Division of the Seniors consists of three boys, who have learnt four books of Euclid. As two out of the three were absent, I did not examine in this subject; I know, however, having inspected the school twice before, that this work is well done. I heard the Upper Division reading French fables and construing Cæsar. Two or three did very well, and one or two others fairly. Their ages ranged from twelve to sixteen. One of the best was one of the youngest, who had but lately entered. The work that is common to the high school and the public school is well done here. Reading and mental arithmetic are well cared for. The mistress of the girls' school teaches some physical science to the boys, thus setting the headmaster at liberty to give instruction in mathematics to the girls. As there is only one assistant master, the presence of a preparatory class is a drag upon the other work, though it must, I think, be considered almost necessary. I believe that if greater regularity and punctuality of attendance can be secured, and boys can be got to stay long enough to give them a fair chance, the school as at present organized may be expected to produce good results. The programme of work is as follows:—

Seniors (Boys' Form).—Arithmetic.—Upper Division: The subject generally. Lower Division: Decimals and proportion. Mental arithmetic. *Algebra.*—Upper Division: To end of quadratics, with problems. Lower Division: To simple equations, with problems. *Euclid.*—Upper Division: Books I. to IV. Lower Division: Book I., 1 to 20. *Latin.*—Cæsar, Lib. I., Cap. 20 to 48. Grammar, Principia, and Exercises 1 to 40. *French.*—Ahn's First Course, Exercises 1 to 110. Fables, 79 to 120. *Geography.*—Physical features and towns of Europe, Asia, Africa, and North America; and mapping from memory. *History.*—Outlines of History, 1066 to Victoria. Wars of English history, in connection with the general state of affairs which led to the wars. *Grammar.*—Parsing and analysis. Inflexions of parts of speech. Rules of syntax. *Mensuration.*—Areas of figures. Volumes

of solids (except sphere). Frustrums of pyramids and cones. *Book-keeping.* *Reading.*—Shakspeare's Henry VIII. *Composition.* *Drawing.*

Juniors (Boys' Form).—Arithmetic.—Upper Division: To decimals. Mental. Lower Division: To decimals. Mental. *Algebra.*—Upper Division: To easy simple equations. Lower Division: L.C.M. *Latin.*—Principia: Nouns, adjectives, and verbs (regular); exercises 1 to 24. *French.*—Upper Division: Ahn's Exercises, 1 to 95. Grammar—nouns, adjectives, verbs *avoir* and *être*, and first conjugation. Reading: Fables, 1 to 20. Lower Division: Exercises 1 to 50, and *avoir*. *Geography.*—Same as seniors, except towns of Europe and map drawing. *History.*—1066 to 1625, generally. *Grammar.*—Inflections of parts of speech, parsing, and analysis of simple sentences. *Science.*—Elementary physics. Science Primer, to page 61. *Book-keeping.* *Reading.*—Royal Reader IV. Sequel. *Drawing.* *Composition.* *Dictation.*

The girls' school is a new one, having been established at the beginning of this year. It consists of twenty-four girls, whose average age is higher than will most likely be the case in subsequent years. As these girls have all entered within the year, no great difficulty has been found in teaching them together; but as the school grows older and classification becomes necessary I think additional teaching power and class-room accommodation will have to be found if satisfactory work is to be done. There is a very pleasant tone in the school, and a considerable display of zeal and intelligence. The progress made in French, if it is not partly due to previous acquirement, is very noteworthy, and some elementary science is being taught in a useful form.

The following is the programme of work:—

Girls' Form.—Arithmetic.—Upper Division: Interest, discount, stocks, proportional parts. Lower Division: Decimals. Preparatory: Easy fractions. *Algebra.*—Upper Division: G.C.M., L.C.M., and reduction of fractions to common denominator. Lower Division: To G.C.M. Preparatory: Elementary rules. *French.*—Upper Division: Exercises 1 to 110. Grammar—nouns, adjectives, verbs, first conjugation, and *agir* of second. Fables, 1 to 20 (some read Reader, Ahn's, 1 to 15). Lower Division: Exercises 1 to 50. Grammar—nouns, verbs, *avoir* and *être*. *Geography.*—New Zealand, England and Scotland (partly); general geography of Australia, North and South America, Africa, and Asia (chief physical features and political divisions). *History.*—B.C. 50 to A.D. 1377. *Grammar.*—Morell, pages 1 to 30 and 66 to 99 (parsing and analysis). *Science.*—Physiology—general description and position of the organs of the body, the blood, circulation, respiration. Elementary physics—principally Balfour Stewart, pages 1 to 61. *Reading.*—Merchant of Venice. *Composition.* *Drawing.*

WANGANUI HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Bank balance, 1st January, 1885 ..	414	17	2	By Departmental expenses—			
Interest on moneys invested	573	12	11	Management, secretary	5	0	0
Fixed deposit account, withdrawal ..	100	0	0	Legal expenses	3	16	4
				Advertising	1	19	0
				Highway rates on block	4	5	7
				Tenderers' deposit on application for leasing returned	25	0	0
				Fixed deposit—amount deposited, twelve months, National Bank of New Zealand	790	0	0
				Bank balance	258	9	2
	£1,088	10	1		£1,088	10	1

A. A. BROWNE, Secretary.

Examined and passed.—R. MACALISTER, Provincial District Auditor.—5th May, 1886.

WANGANUI ENDOWED SCHOOL.

1. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Current income from reserves	685	7	0	By Balance at beginning of year	208	5	6
Arrears of school fees	67	8	6	Office salary	43	2	3
Balance at end of year	142	15	6	Other expenses of management	26	1	4
				Cleaning, fuel, light, &c.	1	17	8
				Buildings	120	15	0
				Fencing, repairs, &c.	19	14	2
				Rents, insurance, and taxes	85	10	0
				Interest on current account	290	5	1
	£895	11	0		£895	11	0

ED. N. LIFFITON (Attorney), Treasurer.

Certified as correct and in accordance with the vouchers and books of the estate.—DAVID LUNDON, Auditor.—6th May, 1886.

2. REPORT of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

Wanganui Collegiate School.—Inspected 7th October, 1885. Under the management of the Rev. B. W. Harvey this has become a large and flourishing school. The Fifth Form, which is the highest, construed a passage of Cicero (In Verrem) in my presence with intelligence and a fair

degree of accuracy. The five Forms appear to be well classified, and the ordinary studies of a school of this class are carried on with diligence. More attention is paid to English reading than is usual in grammar schools, and my impression is that a good result is being attained by it—that it quickens the intelligence and promotes facility of composition, besides improving the boys' elocution. "Technical" education is represented here by the workshop referred to in the headmaster's statement printed in the parliamentary paper issued this year on that subject.

The work of the highest and lowest Forms is as follows:—

Form V. (Upper).—Latin: Horace, Ars Poetica; Cicero, In Verrem Actio, I.; Livy, excerpta, Subsidia Latina, II.; grammar. *Greek:* Homer's Iliad, I.; Euripides, Antigone; grammar. *French:* L'Avare (Molière), Grammaire des Grammaires. *English:* Morell; Stopford Brooks's Literature; Hamlet. *English History:* Smith's Smaller History; Green's History of English People. *Geography:* Hughes's School Geography, and Hughes's Physical Geography. *Euclid:* Books I., II., III., and IV. *Arithmetic:* General. *Algebra:* Quadratic equations, and series, &c. *Trigonometry:* Todhunter's Elementary and Larger. N.B.—One pupil has also been reading Elementary Statics and Dynamics (Todhunter) and Algebraical Geometry of Two Dimensions. *Divinity:* Greek Testament; Whately's Evidences; Acts of the Apostles. *Drawing:* Freehand.

Form I.—Reading: Learning poetry, &c., from Fifth Royal Reader. *Writing:* Vere Foster's system, somewhat modified. *Arithmetic:* To end of compound rules. *History:* Reigns of George I. and George II. *Geography:* Europe and Asia. *Grammar:* Elementary.

WELLINGTON COLLEGE.

1. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Grant from vote of the General Assembly, 1884	150	0	0	By Balance at beginning of year	630	12	11
Grant from vote of the General Assembly, 1885 (part)	250	0	0	Office—Salary	140	3	10
Current income from reserves	1,075	8	10	Teachers' salaries	2,125	0	0
School fees	1,809	2	6	Examiners' fees	47	5	0
Refunds	24	1	6	Scholarships	80	0	0
University examination fees refunded by candidates	26	5	0	Prizes and medals (two years)	52	2	0
Chamber of Commerce, for medals	10	0	0	Prizes (Turnbull)	25	0	0
Levin Scholarship money	20	0	0	Printing, stationery, and advertising	110	15	0
Interest, Moore and Rhodes Scholarships Funds	83	10	3	Cleaning, fuel, light, and part salary of janitor	93	0	0
Interest, Turnbull Fund	25	0	0	Fencing, repairs, &c.	98	9	3
Balance at end of year	673	10	10	Rents, insurance, and taxes	70	17	6
				Interest on current account	41	6	10
				Rates, fencing, &c. (reserves)	144	15	8
				Legal expenses	67	11	0
				Interest on loan for buildings	376	10	11
				Sundries	13	0	0
				University examination fees advanced	30	9	0
	£4,146	18	11		£4,146	18	11

J. R. Blair (*pro* Chairman).
Chas. P. Powles, Secretary.

Examined and passed.—R. Macalister, Provincial District Auditor.—17th April, 1886.

2. Balance-sheet of Special Funds for the Year ending 31st December, 1885.

Turnbull Fund.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance brought forward	1,467	16	8	Prizes	25	0	0
Interest	115	6	3	Balance	1,558	2	11
	£1,583	2	11		£1,583	2	11
Balance down	£1,558	2	11				

Moore Scholarship Fund.

	£	s.	d.		£	s.	d.
Balance brought forward	500	0	0	Interest to General Account	53	15	1
Interest	53	15	1	Balance	500	0	0
	£553	15	1		£553	15	1
Balance down	£500	0	0				

Rhodes Scholarship Fund.

	£	s.	d.		£	s.	d.
Balance brought forward	500	0	0	Interest to General Account	29	15	2
Interest	29	15	2	Balance	500	0	0
	£529	15	2		£529	15	2
Balance	500	0	0				

Wellington, 20th February, 1886. Chas. P. Powles, Secretary.

Examined and passed.—R. Macalister, Provincial District Auditor.—17th April, 1886.

WELLINGTON GIRLS' HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance in hand and in bank at beginning of year (Buildings Account) ..	145	6	8	By Balance at beginning of year	228	15	4
Grant from vote of General Assembly, 1884	350	0	0	Secretary—Commission on fees ..	63	15	8
School fees	1,307	19	0	Teachers' salaries	1,135	8	4
Balance at end of year	136	19	5	Examiners' fees	31	10	0
				Prizes, 1884 and 1885	21	12	9
				Printing, stationery, and advertising ..	82	16	3
				Cleaning, fuel, light, &c.	53	7	8
				Rents, insurances, and taxes	111	10	6
				Interest on current account	1	5	11
				Rates on reserves	48	0	1
				Furniture	4	16	9
				Sundries	11	19	2
				Alterations in buildings, charged to Buildings Account	12	2	0
				Balance in hand and in bank at end of year on Buildings Account.. ..	133	4	8
	£1,940	5	1		£1,940	5	1

J. R. BLAIR (*pro* Chairman).
CHARLES P. POWLES, Secretary.

Examined and passed.—R. MACALISTER, Provincial District Auditor.—17th April, 1886.

NAPIER HIGH SCHOOLS.

1. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Endowments—				By Balance at beginning of year ..	947	16	9
Capital Account—Price of reserves sold	6,964	19	3	Office—Salary	60	0	0
Current income from reserves ..	218	17	0	Other office expenses	15	8	6
From property not a reserve, but originally purchased	636	5	3	Other expenses of management ..	15	14	11
Interest on moneys invested and on unpaid purchase-money ..	213	15	8	Teachers' salaries and allowances ..	1,857	11	10
Paid by School Commissioners ..	130	0	0	Prizes	9	11	0
School fees	1,319	13	3	Printing, stationery, and advertising ..	24	8	6
Books, &c., sold, and other refunds ..	48	18	6	Cleaning, fuel, light, &c.	95	2	9
Balance at end of year	1,797	9	10	Book and stationery account and other temporary advances	98	1	6
				Building	30	9	6
				Fencing, repairs, &c.	108	18	11
				Rents, insurance, and taxes	139	4	9
				Interest on current account	25	15	7
				Endowments, sales account—			
				Proceeds invested	4,600	0	0
				Expended on site or buildings ..	3,165	1	0
				Roads	89	4	3
				Expenses of survey, sales, management, &c.	47	9	0
	£11,329	18	9		£11,329	18	9

J. D. ORMOND, Chairman.
DAVID SIDEY, Secretary.

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

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2. ASSETS and LIABILITIES.

Assets.	£	s.	d.	*Liabilities.*	£	s.	d.
Arrears of rent—				Overdraft at Bank of New Zealand, 30th December, 1885	1,797	9	10
J. A. Rearden, Sept. 3, 1885	5	0	0	Interest on same to 31st December, 1885, but not charged till end of March ..	34	12	0
David Hughes, Dec. 1, 1885	1	10	0				
John Hayden, Dec. 2, 1885	2	12	0				
D. B. Watt, Dec. 14, 1885	19	10	0				
	£28	12	0		£1,832	1	10

J. D. ORMOND, Chairman.
DAVID SIDEY, Secretary.

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3. REPORTS of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

Boys' High School, Napier.—Inspected 26th October, 1885. Since my last visit to this school a new and commodious house has been built for the headmaster, with ample and suitable arrangements for boarders. The main schoolroom has been divided by sliding doors, and two class-rooms provided by using the old dining-room and altering another part of the house. Mr. Neil Heath succeeded the Rev. J. Campbell in the headmastership at the beginning of the year. Mr. Heath is not only a very active teacher, but he has the faculty of evoking activity on the part of his subordinates. In a school over which he presides the pupils will be sure not to be left to learn as well as they can by themselves a set of tasks prescribed by the teacher and recited to him. His methods are full

of help to the pupil, and likely to awaken intelligence and keep it awake. Excess in this direction is very uncommon, and might even be called a good fault. I am, however, of opinion that there is some danger of excess, and that the danger lies in the direction of desultoriness and diffuseness. There may be too much even of such a good thing as good teaching, if it does not allow time for a sufficient quantity of hard learning.

The work of the highest and lowest Forms is as follows:—

Highest.—English: Smith's Manual, King Lear. *Latin:* Public School Primer, Bennett's selections from Cæsar, Bradley's Arnold. *Greek:* Primer by Abbott and Mansfield, Graecula by Heatley, Abbott's Arnold's Greek Prose Composition. *French:* The Public School French Grammar, Chardenal's Second Course. *History:* Period from William and Mary to Victoria (Collier and Bright). *Geography:* Political—general (Cornwell's); physical—Notes from Green's Physical Geology. *Arithmetic:* General (H. Smith). *Euclid:* Books I., II., III. (Todhunter). *Algebra:* Quadratics (Todhunter and Dalton). *Trigonometry:* Ratios for multiple and sub-multiple angles. *Drawing:* Model and perspective. *Writing. Singing:* Singing Class-book (Stimpson). *Drill.*

Lowest.—Reading: Macmillan's No. IV. *Grammar:* No text-book; parsing of nouns, adjectives, adverbs, verbs (simple statement), and analysis of simple sentences containing subject, predicate, and object. *Geography:* Elementary. *History:* Brief History of England, 1066 to 1189. *Arithmetic:* Simple rules, compound addition and subtraction. *Object Lessons. Drawing:* Easy lessons. *Writing. Drill. Singing.*

Girls' High School, Napier.—Inspected 27th October, 1885. The programme of work in the school appears to me to be skilfully adapted to the wants of the pupils, and to be very strictly followed. There is a very good tone as to manners and diligence, and a good understanding between the teachers and pupils.

The programme for the highest and lowest classes is as follows:—

Highest.—Scripture: Old Testament history. *Grammar:* Analysis, parsing, Historical English Grammar. *Geography:* Africa (Clyde's Senior). *History:* Elizabethan (Bright, Vol. II.). *French:* Grammar (Macmillan, IV.), Translation, Un Philosophe sous les Toits. *Latin:* Grammar—declensions; verbs, regular and irregular. Cæsar, I. *Arithmetic:* General examples, percentage, square and cube roots. *Algebra:* Fractions, simple and simultaneous equations. *Geometry:* Revision of Euclid, I., with riders. *Physical Geography:* Clouds, dew, &c. (Geikie). *Botany:* Syncarpous fruits. *Chemistry:* Metals. *Shakespeare:* Julius Cæsar. *Literature:* Elizabethan Period. *Drawing:* Freehand and model.

Lowest.—Scripture: Genesis. *Grammar:* Parts of speech, subject and predicate. *Geography:* Europe. *History:* The Great Charter. *French:* Beginners—Words and easy sentences. Some do not begin. *Arithmetic:* Short multiplication. *Physical Geography:* Shape of the earth, land and water. *Botany:* Parts of a plant. *Drawing:* Freehand, first grade.

NELSON COLLEGE.

1. Report of the Governors for the Year ending 31st December, 1885.

In common with the secondary schools in most parts of the colony, the Nelson Colleges, both for boys and girls, have suffered from the general depression which prevailed throughout the year 1885. In the former a somewhat serious decline in the number of pupils has been experienced, and in the latter a small but still marked decrease in the roll has taken place.

The accounts presented with this report will show that this falling-off in the number of scholars has had its inevitable effect upon the finances of the college, though not to an extent to call for special attention—the more so as the Governors think that there is fair reason to hope that the depression to which it is largely attributable will shortly pass away.

A most handsome contribution to the college endowments has been made during the past year by Mr. John Tinline, who has presented the institution with the sum of £1,200 for the purpose of founding two scholarships of £40 a year each for three years, one at each college. These scholarships will be open to competition during the present year by girls and boys under fifteen years of age, who shall not be students of either college, but who shall have resided in the educational districts of Nelson or Marlborough for not less than one year immediately preceding the examination, which is to take place in December; the subjects for examination to be the same as those fixed for the scholarships awarded by the Nelson Board of Education.

Several changes have taken place in the teaching staff of both colleges. Mr. Harkness, the fourth master, resigned early in the year in order to take the post of headmaster of the leading public school in the City of Nelson, and was replaced by the appointment of Mr. A. P. Bennett. By the resignation of Mr. Fearnley the position of second master became vacant, and has since been filled by the promotion of Mr. Littlejohn, M.A., hitherto the third master. At the same time the Governors decided to take the boarding establishment into their own hands, and have appointed Miss Elizabeth Bruce Bell, who for some time filled a similar position in the Girls' College, to the post of lady matron of the Boys' College, in the full confidence that the parents of boarding pupils may place complete reliance upon her attention to the welfare and comfort of their sons.

In the Girls' College the Governors have to regret the resignation of Miss Milne and Miss Harrison, owing in each case to domestic circumstances quite unconnected with the College. The Governors have appointed as their successors, from a large number of applicants, Mrs. Snell, for many years a teacher in the Auckland Girls' High School, and Miss Will, who has had two years' experience as a teacher in the Girls' High School at Christchurch,

Throughout the past year the arrangement of school quarters in both colleges agreed to by the Governors in May, 1884—which abolished the former system, under which the quarters were reckoned by the months of the year, regardless of the long vacation at Christmas, and which provided that each quarter should for the future consist of about seventy days, the first beginning on the 1st February in each year instead of on the 1st January—has been in operation; and the avoidance of what was known as the "short quarter" has given general satisfaction to parents.

The term of office of some of the Council of Governors having expired during the year 1885, and other changes having occurred in consequence of resignations, the Governors think it desirable to append a statement of the present position of the governing body of the college, which is constituted as follows: Hon. J. W. Barnicoat, representing Marlborough; Albert Pitt and James Sclanders, representing Nelson; (term of office expires 14th November, 1888): Alfred Greenfield, representing Marlborough; W. C. Hodgson and Hon. Joseph Shephard, representing Nelson; (term of office expires 14th November, 1891): Hon. J. C. Richmond, representing Marlborough; C. Y. Fell and John Sharp, representing Nelson; (term of office expires 14th November, 1894).

The Governors publish with this report statements of the accounts of both colleges for the year just ended, a comparative statement of the rolls for 1884 and 1885, and a schedule showing the number, value, and present position of the scholarships connected with both colleges.

By order of the Council of Governors. OSWALD CURTIS, Secretary.

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2. STATEMENT of RECEIPTS and EXPENDITURE of the NELSON COLLEGE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance at the Bank of New Zealand, 31st December, 1884	607	9	6	By Scholarships—			
Boarding Account	1,339	14	6	Foundation	70	0	0
Tuition Account	911	5	6	Endowed	84	0	0
Stationery Account	31	6	3	Governors' fees	50	0	0
Rent Account	425	13	6	Exhibitions	90	0	0
Interest Account	878	9	3	Simmons Prize	6	0	0
Miscellaneous receipts	80	16	0	Boarding Account	1,132	10	0
				Tuition Account	1,689	9	9
				Stationery Account	65	11	0
				Repairs Account	158	1	6
				Miscellaneous expenses—			
				Audit charges	7	10	0
				Examiners' fees	11	11	0
				Fire insurance	76	0	0
				City rates	47	17	11
				Telephone	12	15	0
				Subscriptions to sports, &c.	15	0	0
				Printing and advertising	34	0	0
				Law costs	6	17	6
				Science apparatus, &c.	31	19	6
				Office rent and expenses	64	15	2
				Furniture	10	2	0
				Sundry expenses	19	11	6
				Secretary's salary	200	0	0
				Interest Account	12	13	8
				Balance at the Bank of New Zealand on the 31st December, 1885	378	9	0
	£4,274	14	6		£4,274	14	6

OSWALD CURTIS, Secretary.

We hereby certify that we have examined the above accounts and compared them with the several vouchers relating thereto, and found them correct.—H. C. DANIELL and J. T. CATLEY, Auditors.

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3. STATEMENT of RECEIPTS and EXPENDITURE of the NELSON COLLEGE for GIRLS for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Grant from vote of the General Assembly	500	0	0	By Balance at beginning of year	2,404	6	2
School fees	1,345	19	8	Office—Salary	100	0	0
Boarding-school fees	605	0	0	Other office expenses	35	0	0
Miscellaneous	7	10	0	Teachers' salaries and allowances	1,184	15	5
Balance at end of year	2,523	11	3	Boarding-school Account	642	16	5
				Examiners' fees	22	1	0
				Scholarships	30	0	0
				Printing, stationery, and advertising	94	18	8
				Gas	54	13	4
				Fencing, repairs, &c.	30	19	1
				Rents, insurance, and taxes	42	0	0
				Interest on loans	324	0	0
				Auditors' fees	5	5	0
				Furniture	11	5	10
	£4,982	0	11		£4,982	0	11

OSWALD CURTIS, Secretary.

4. Estimated Assets and Liabilities of Nelson College on the 31st December, 1885.

Assets.			£	s.	d.
Mortgage securities—					
General endowment			8,292	5	0
Scholarship endowment			2,200	0	0
Simmons Prize			100	0	0
Governors' fees			1,500	0	0
On fixed deposit—					
Permanent Building Society			1,000	0	0
Bank of New Zealand			1,000	0	0
Bank of New Zealand—Loan Account			2,680	5	3
Freehold property, exclusive of buildings			12,025	0	0
College buildings—					
Boys' College	7,493 5 4				
Add repairs, &c., 1885	158 1 6				
	7,651 6 10				
Less depreciation, 5 per cent.	382 11 0				
		7,268	15	10	
Girls' College	5,358 6 7				
Less depreciation, 5 per cent.	267 18 0				
		5,090	8	7	
College furniture—					
Girls' College	1,589 13 8				
Add additions, 1885	11 5 10				
	1,600 19 6				
Less depreciation, 5 per cent.	80 1 0				
		1,520	18	6	
Boys' College			662	17	0
Interest due upon loans			1,136	6	0
Rents due from endowments			304	1	6
Board and tuition fees due—					
Boys' College			610	13	0
Girls' College			653	4	0
		£46,044	14	8	

Liabilities.	£	s.	d.
Governors of College—			
Amount of fees invested	1,500	0	0
Amount of fees due 31st December, 1884	220	17	6
Amount of fees due 31st December, 1885	100	0	0
Mrs. Edwards—loan at 6 per cent. interest	5,000	0	0
G. B. Sinclair—balance of purchase-money of part of site of Girls' College	300	0	0
Outstanding accounts	200	0	0
Estimated loss in collection of arrears included in assets	800	0	0
Debtor balance of working accounts at the Bank of New Zealand	2,145	2	3
Balance—excess of assets over liabilities	35,778	14	11
	£46,044	14	8

Oswald Curtis, Secretary.

5. Work at Nelson College (Highest and Lowest) for 1885.

Highest.—The University students attending Nelson College have, during 1885, been engaged in the work for the B.A. examination of the year—Latin, Greek, French, English, political economy, constitutional history, mathematics pure and mixed—also in the work for the B.A. examination of 1886. (*Vide* University Calendar.) The Upper Form of unmatriculated pupils have been reading Horace, Virgil, Livy, Cicero, Greek Testament, Xenophon, mathematics, including mechanics without the differential calculus, English, French, German, chemistry, and preparing generally for the matriculation examination.

Lowest.—The lowest Form in the school has been employed on English, elementary Latin, arithmetic, simple history, geography, and handwriting.

For the pursuit of scientific studies Nelson College is equipped as follows: (1.) *Chemistry:* A chemical laboratory, with the necessary apparatus and chemicals. (2.) *Physical Science:* A tolerably complete set of apparatus for the study of the following branches: Heat, light, sound, electricity, and magnetism. (3.) *Natural Science:* A collection of mineral and other specimens made by the boys themselves.

Nelson College, 25th February, 1886. J. C. Andrew.

BOYS' HIGH SCHOOL, CHRISTCHURCH.

1. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Current income from reserves	2,422	8	9
School fees	1,143	9	0
Balance at end of year	498	3	11
	£4,064	1	8

Expenditure.	£	s.	d.
By Balance at beginning of year	258	7	11
Office expenses	80	0	0
Teachers' salaries and allowances	2,807	12	8
Examiners' fees	35	0	0
Other examination expenses	4	15	0
Prizes	29	6	2
Printing, stationery, stamps, and advertising	114	1	6
Cleaning, fuel, light, &c.	38	19	3
Works	5	4	6
Fencing, repairs, &c.	13	2	0
Rents, insurance, and taxes	139	5	0
Keeping grounds in order	8	3	0
Interest on current account	3	17	1
Expenses on Endowment Account	50	18	7
Interest on loan from New Zealand Trust and Loan Company	430	10	11
Legal expenses	15	15	2
Chemicals and apparatus	10	16	7
Attending to arms of cadet corps	15	0	0
Sundries	3	6	4
	£4,064	1	8

F. de C. Malet, Chairman.
F. G. Stedman, Registrar and Treasurer.

2. Extract from Headmaster's Report.

Among the important features of the school year 1885 has been the institution of geometrical drawing, which will be continued in the coming year 1886. The school has always devoted considerable attention to science, two afternoons in the week being wholly given to it. T. H. Green, of the Boys' High School, obtained the Auckland University Gillies Scholarship, of the value of £100, for three years for excellence in chemistry and physics, showing that the science work of the school has borne fruit. The Board of Governors has instituted four scholarships at the school entitling to remission of fees—two for boys under thirteen years and a quarter, and two for boys above that age. They are given on the results of examination; but the headmaster also takes into consideration the circumstances of the parents and the likelihood of the boys proceeding to Canterbury College. The Boys' High School won two of the eight junior University scholarships announced last February. Four boys matriculated, and one boy passed the preliminary medical examination. At the last entrance examination of the University five boys from the High School presented themselves for junior scholarships, and two for matriculation.

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3. Report of the Inspector-General to the Hon. the Minister of Education.

Boys' High School, Christchurch.—Postponed inspection, 18th March, 1886. In Latin the work of the highest class for the year includes Æneid, V.; Livy, the Last Two Kings of Macedon; Horace, Odes, I.; Cicero, Stories from Roman History; Abbott's Latin Prose and Via Latina: the lowest class is in Principia, I. The highest class in mathematics has for its programme—Euclid, I. to VI., Todhunter's Algebra for Beginners, Barnard Smith's Exercises in Arithmetic, and Hamblin Smith's Trigonometry. In English the highest class is reading Julius Cæsar, Paradise Lost, Waverley, Burke's Thoughts and Reflections, Hale's Longer English Poems, the Student's Hume, and Morris's Smaller Historical Grammar; the lowest class uses Morrison's English Grammar for Junior Classes, Palgrave's Children's Treasury of Songs, Gardiner's Outline of English History, and Petrie's First Geography. In French the highest class uses Brachet's Nouvelle Grammaire and Dussouchet's Exercises, and reads Molière and Erckmann-Chatrian; the lowest class uses Bué's First French Book. Greek is taught: Xenophon, Euripides, Thucydides, and the Greek Testament are the books in use; together with Smith's First Greek Book and Sidgwick's First Greek Writer. In the science classes the Science Primers are in use for chemistry, physics, and geology, together with Garnett's Elementary Mechanics and Elementary Heat, and the London Science Class Books of mechanics, and hydrostatics and pneumatics. It seems to me that the school is not yet as well attended as from its organization and methods it deserves to be.

CHRISTCHURCH GIRLS' HIGH SCHOOL.

1. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Balance in hand and in bank at beginning of year	312	16	10
Grant from vote of the General Assembly for 1884	200	0	0
Endowments—			
Current income from reserves	232	0	6
Interest on moneys invested and on unpaid purchase-money	227	13	3
School fees	1,477	7	0
Interest on current account	52	2	2
	£2,501	19	9

Expenditure.	£	s.	d.
By Office expenses	60	0	0
Teachers' salaries and allowances	1,406	9	0
Examiners' fees	70	0	0
Other examination expenses	5	10	0
Prizes	26	12	6
Printing, stationery, stamps, and advertising	40	19	0
Cleaning, fuel, light, &c.	11	16	10
Books	19	17	9
Site and buildings, from current revenue—			
Purchases and new works	203	3	4
Fencing, repairs, &c.	8	12	1
Rents, insurance, and taxes	87	0	5
Keeping grounds in order	11	0	6
Expenses on Endowment Account	3	8	0
Books for school library	67	11	3
Tuning pianos	5	5	0
Sundries	4	7	6
Balance in hand and in bank at end of year	470	6	7
	£2,501	19	9

F. de C. Malet, Chairman.
F. G. Stedman, Registrar and Treasurer.

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2. Extract from Headmaster's Report.

The school has during the year 1885 increased in numbers, so that an addition to the staff has been necessary. The number of pupils last term was 125.

The work of the school is on the whole similar to that of previous years, the upper classes doing for the most part work required for matriculation, and for the junior University scholarship examination. English is made the chief study of the school; and, though Latin is taught in all classes except the two lowest, it is not a compulsory subject—English may be substituted for it. As regards scientific and technical subjects, instruction is given throughout the school in botany, physiology, and physics, botany and physics being taught up to the standard required for the junior scholarship examination. Elementary drawing is also a regular subject, taught by the teachers who are themselves attending the School of Art. The middle and lower classes learn plain sewing. It is intended during the year 1886 to supplement the instruction in physics by les-

sons in elementary chemistry. Arrangements also have been made to give instruction in practical cooking to as many of the older girls as wish it. A master has been appointed for the work, and the necessary additions are at present being made to the school building.

At examinations during the year the following honours were gained by the school: Six pupils passed the matriculation examination to the New Zealand University, two of whom gained junior University scholarships; three pupils gained scholarships under the Board of Education in classes E., D., and C.

3. Report of the Inspector-General to the Hon. the Minister of Education.

Girls' High School, Christchurch.—Postponed inspection, 19th March, 1886. My opinion as to the high merit of this school remains unchanged. The staff is stronger than it was when I last reported, one very able teacher who had left having now returned to the school, and a rapid development having taken place in one of the younger teachers, who gives promise of excellent technical ability. I notice that for the fifth time in succession the school has obtained two of the University junior scholarships.

RANGIORA HIGH SCHOOL.

1. Report of the Board of Governors.

Sir,— Rangiora, 5th April, 1886.

I have the honour, on behalf of the Board of Governors of the High School, to transmit a brief report of the Board's proceedings for the year 1885.

The Board has held five meetings during the year, thus evidencing increasing anxiety to make this school a boon to the neighbourhood, and to others who are seeking for their children the advantages of an education beyond the scope and intention of the Primary District School Act.

The subjects taught in the Upper Division are Virgil and Sallust in Latin; French; mathematics, embracing Euclid, Books I. and II.; algebra, to simple equations; English composition and analysis; British and Roman history; physical and general geography; physics; and botany. Junior Division: In view of the above, in preparation, with mapping and drawing.

It was very gratifying to the Board to see a large attendance of parents and friends of the school on "breaking-up day" at Christmas to see some of the work done by the pupils, and the distribution of prizes, to purchase which they had contributed.

The Inspector-General visited the school in November, and reported favourably on the demeanour and order evinced in the school.

This Board took the opportunity of the sitting of the University of New Zealand in Christchurch recently to memorialize that body to take steps to organize a system of independent examination of all secondary schools, and this Board is pleased to see that a Committee is elected to consider and advise on the best way in which this very desirable object can be accomplished.

The number of pupils in attendance during the last term, with ages, &c., has already been reported.

Joseph L. Wilson, Esq., having reluctantly resigned his seat on the Board, His Excellency the Governor appointed Aquila Ivory, Esq., in his place.

I beg herewith to enclose balance-sheet of accounts, duly audited by the Government auditor. On this I would observe that the pecuniary pressure of the times has delayed the completion of several promised subscriptions to start this school as yet.

The headmaster's house, with the school buildings, are in thorough repair.

I have, &c.,
A. H. Cunningham,
Chairman, Board of Governors.

The Hon. the Minister of Education.

2. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Current income from reserves	233	0	0	By Balance at beginning of year	88	3	3
School fees	173	12	0	Teachers' salaries and allowances ..	330	0	0
Subscriptions	46	19	0	Printing, stationery, and advertising ..	12	7	10
Balance at end of year	220	18	11	Cleaning, fuel, light, &c.	17	6	6
				Balance of purchase-money	200	0	0
				Fencing, repairs, &c.	4	17	5
				Rents, insurance, and taxes	3	11	3
				Interest on current account	14	4	0
				Incidental	3	19	8
	£674	9	11		£674	9	11

A. H. Cunningham, Chairman.
Geo. John Leech, Treasurer.

I have audited this account, and find it correct.—J. Ollivier.—22nd February, 1886.

3. Report of the Inspector-General to the Hon. the Minister of Education.

Rangiora High School.—Inspected 20th November. This school has fallen off in numbers since last year. There are about twenty pupils, taught by the headmaster and a lady assistant. The tone of the school with respect to order and behaviour has, I think, improved considerably. The highest class is reading Virgil and Sallust, has finished the Second Book of Euclid, and is doing simple equations in algebra. The lowest class is learning the Latin accidence; in other subjects its work is about equal to that of the Third Standard in public schools. French is taught throughout

the school. Satisfactory attention is paid to English composition. I heard the highest class construe a passage in Sallust, and I think the work is beyond them. I am also of opinion that Cæsar is too hard for the class taught by the assistant, and that the construing of this class should be taken by the headmaster.

AKAROA HIGH SCHOOL.

1. Chairman's Report.

Gentlemen,—

I have the honour to present to you the annual report of the High School for the year ending the 31st December, 1885, and have much pleasure in testifying to the very satisfactory manner in which the school has been carried on under the headmaster, Mr. W. Walton, B.A. The small number of pupils attending the school is, I am sure, in no way owing to any want of exertion on his part, but mainly, I am of opinion, to the serious depression that we, in common with the whole of Canterbury, have been experiencing. With a return of better times no doubt our numbers will again increase, especially if we individually spare no efforts to bring about this much to be desired result. With regard to our own financial position, I find, on looking back to our last year's report, that we began the year with a credit balance at the bank of £123 10s. 1d., in addition to a fixed deposit of £200, placed at interest with the Bank of New Zealand. This deposit still remains to our credit, but our current account at the same bank was, you will see on referring to the balance-sheet on the table, overdrawn to the extent of £11 13s. 2d. on the 31st of December. This, at first sight, appears sufficiently alarming; but the difference, I shall, I think, be able to show, is more apparent than real. Last year we had all our rents collected; but this year one of our tenants, whose rent amounts to £92 per half-year, has not yet paid the instalment due on the 1st of November. Acting on instructions from the Board, I on the 13th of December drew on him for the amount; but he has not yet honoured the draft. Last year, too, the pupils' fees were all paid up with the exception of £3 13s. 9d., whilst this year the amount owing is £15 8s. If we add the difference between these two sums—viz., £11 14s. 3d.—to the £92 due for rent, we get £103 14s. 3d., and had this amount been paid in, our bank balance, after deducting the overdraft of £11 13s. 2d., would be £92 1s. 1d., so that our actual position is this: We began the year with a balance of £123 10s. 1d., and we end it with a balance, including amounts owing to us, of £92 1s. 1d., or, in other words, we are poorer at the end of the year than we were at the beginning by the sum of £31 9s. Our expenditure has been carefully controlled, and, except in one or two small cases, I cannot see where it can be curtailed without affecting the usefulness of the school. It is made up as follows: Headmaster's salary (including half the girls' fees), £315; rent, £50; cleaning the school closets, £12; concrete work at back of school, £7; books, £9 4s.—nearly the whole of which amount is paid back by pupils; advertising and stationery, circulars, &c., £12 13s. (of this amount £5 15s. 6d. has been paid to outside papers, the balance of £6 17s. 6d. being for advertisements in local papers, stationery for school use, and circulars); the prizes cost us £5 2s. 6d.; incidentals (including firewood, cutting up same, carriage of books, &c.) amounted to £4 15s. 9d.; stamps, £1; and cheque-book and stamp on draft, 4s. 1d., brings the total amount up to £416 19s. 9d. The only item I can see that can be cut down is that for advertising. I do not think any good has resulted or is likely to result from our advertising in the Christchurch or Dunedin papers, and shall propose that this be discontinued. The analysis of the accounts given above will, I think, clearly show that our expenditure has been on a strictly economical basis; and it is only by continuing this course that we can hope to weather the adverse times we are now experiencing.

In conclusion, I must again urge on the Governors the importance of supporting and inducing others to support the school. It would be a very great pity, and a very serious loss to the district, to allow this, the only superior school, to dwindle away and die a natural death. Not that I for one moment anticipate any such result. Still, the position is a grave one, and calls for our united and individual efforts to improve it. I have gone at length into our financial affairs, in order that every governor may thoroughly understand them, and in the hope that, seeing the need there is of support, it may be given, not only by ourselves, but by the public generally. Let us only pull together, and pull hard, and a successful result will be sure to reward us.

I have, &c.,

The Governors, Akaroa High School. William B. Tosswill, Chairman.

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2. Annual Statement of Account to 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance in hand, 1st January, 1885 ..	323	10	1	By Salaries	275	0	0
Fees	147	0	0	Fees	40	8	6
Rents	113	0	0	Rent	50	0	0
Books	9	16	6	Cleansing, fuel, &c.	16	15	9
Interest on fixed deposit	12	0	0	Prizes, books, stationery	14	7	8
Bank overdraft	11	13	2	Incidental	20	7	10
					416	19	9
				Fixed deposit	200	0	0
	£616	19	9		£616	19	9

I have audited this account, and have compared the items with the vouchers, and find it correct, —J. Ollivier, Provincial District Auditor.—20th April, 1886.

3. Inspector's Report.

Sir,— Education Department, Wellington, 31st December, 1885.

I visited and inspected the Akaroa High School, in accordance with your instructions, on the 1st of last September.

At the time of my visit an examination was being held. This was not altogether disadvantageous, for, though I had not an opportunity of seeing the ordinary working of the school (as on my previous visit), I was able, by watching the boys and girls working their papers, to form a very good estimate of their power of dealing with questions based on their previous year's work. The impression produced was favourable. The pupils are evidently accustomed to work hard, and to encounter difficulties and overcome them satisfactorily. The range of the work had been somewhat decreased since the previous inspection. One of the old scholars who was well advanced had left, and there were not as yet any others quite fit to take his place; but it was quite plain that very good work had been done by nearly all the scholars. It is to be regretted that the buildings in use are thoroughly unsuitable for school purposes. An expenditure of £250 would suffice for building a neat schoolhouse that would satisfy the wants of Akaroa in this direction for many years to come.

I have, &c.,

The Inspector-General of Schools. James H. Pope.

4. Work of Highest and Lowest Forms.

Boys.—Highest: Virgil (Æneid, II.), Public School Latin Primer, Bennett's Exercises, Principia; Hachette's and Bué's Readers, Grammaire des Grammaires; Smith and Hall's English Grammar, composition, Edith Thomson's history; geography; Euclid, I.; algebra, to simple simultaneous equations; arithmetic (whole subject); elementary hydrostatics; drawing; book-keeping. *Lowest:* Principia, to end of active verbs; Morell's English Grammar; Contie's Spelling; Brief History; First Geography; arithmetic, compound rules and reduction; drawing.

Girls.—Highest: Principia, to end of regular nouns, with appendix; Bué's Reader, Grammaire des Grammaires; Morell's Grammar, Contie's Spelling, Goldsmith's Traveller and Deserted Village, Lamb's Tales; history (E. Thomson); geography, Europe; arithmetic, to interest rules; drawing. *Lowest:* Ahn's First French Course, Petit Précepteur; Morrison's Junior Grammar, Contie's Spelling; Brief History (earlier reigns); geography, New Zealand, Australia, and British Isles (outlines); compound rules and reduction; drawing.

ASHBURTON HIGH SCHOOL.

1. Balance-sheet for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Rent from reserves	433	14	11	By Overdraft, December, 1884	65	0	5
Fees	241	6	0	Salaries for thirteen months, to 31st December, 1885	773	6	8
Sale of books	27	8	1	Books	64	7	11
Balance, bank overdraft	340	14	9	Stationery, prizes, &c...	33	12	11
				Cleaning, fuel, &c.	45	16	3
				Repairs, insurance, &c.	33	17	6
				Incidental expenses	27	2	1
	£1,043	3	9		£1,043	3	9

I have audited this account, and have compared the items with the vouchers, and find it correct. The actual annual rent is £425 14s. 2d., derived from the estate; the fees from scholars, £241—together, £665—£100 a year less than the salaries to teachers; and the institution is already in debt £340.—J. Ollivier, Provincial District Auditor.—9th April, 1886.

2. Report of the Inspector-General to the Hon. the Minister of Education.

Ashburton High School.—Inspected 23rd November. There are two masters for the Boys' School; but a large share of their time is given to the Girls' School, which has but one mistress. The boys in the highest Form are preparing to compete for University junior scholarships. The work of the lowest form is—English grammar (Hall's Primary), composition, and reading; Collier's British History; Philips's Elementary Geography; arithmetic—compound rules and fractions; French—Hall's First Book; Latin—the early part of Principia, Part I. The school, which is small, is very much subdivided, to meet the wants of pupils at very various stages of progress, and much of the work is done rather as if it were private study with a tutor than in the ordinary manner of class-work. It appears to me that the boys are making good progress. There is very little strict discipline; but I think there is diligence, and cheerful and intelligent application. The girls of the highest Form have read Principia, Part I., and are at work on Bennett's Latin Stories. In French they use Déjardin's Class-book, Hachette's Second Reader, Brachet's Grammar, and Blouet's Composition. In English they have been reading Henry IV., Lycidas, and Gray's Odes and Elegy. In Euclid they have read three books. Their work in algebra is fractions and simple equations, and in arithmetic the whole of Hamblin Smith. In addition to geography and English history they learn some Grecian history. They use the Physics Primer, and have instruction in drawing, needlework, vocal music, and calisthenics. The lowest Form is a little below the standard of the lowest in the boys' school. The tone of the school appeared to me to be very satisfactory.

TIMARU HIGH SCHOOL.

1. BALANCE-SHEET for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Rents from reserves	1,059	13	8	By Overdraft at bank, 1st January, 1885	318	2	4
Interest	142	10	0	Teachers' salaries	1,757	17	6
School fees	699	10	0	Secretary's and janitor's salaries	170	0	0
Government grant	600	0	0	Pupil-teachers	101	13	4
Overdraft at bank	82	13	9	Sundry accounts	236	14	3
	£2,584	7	5		£2,584	7	5

I have audited this account, and find it correct.—J. OLLIVIER, Provincial District Auditor.

2. REPORT of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

Timaru High School.—Inspected 24th November. The programme of the school includes preparation for University junior scholarships in Latin, English, mathematics, French, history, and geography in the highest Forms, and the work of the Third Standard, with the addition of elementary Latin and French, in the lowest. Botany and chemistry are taught. I am invariably well pleased with the punctuality, precision, and good order of this school. I think that the drawing should be brought into close conformity with modern methods of progress in scientific order, to give it greater technical value.

WAIMATE HIGH SCHOOL.

BALANCE-SHEET, 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance brought forward	94	6	9	By Salaries—			
Rents received	181	9	0	Teachers	86	2	6
Interest	7	10	0	Secretary	8	0	0
Fees	2	15	0	Grant for materials	4	9	6
Fixed deposit matured	125	0	0	Incidentals	8	8	1
				Fixed deposit	250	0	0
				Balance, current account	54	0	8
	£411	0	9		£411	0	9

I have audited this account, and find it correct.—J. OLLIVIER.—16th February, 1886.

GREYMOUTH HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance in hand and in bank at beginning of year	634	11	0	By Office—Salary	20	0	0
Interest on Endowment Fund	22	10	0	Other office expenses	5	1	0
Interest on current account	12	11	6	Other expenses of management	9	10	0
				Deposit account, National Bank of New Zealand	600	0	0
				Balance in hand and in bank at end of year	35	1	6
	£669	12	6		£669	12	6

JAMES BARKLEY, Chairman.
E. L. ROBINSON, Secretary.

I hereby certify that I have examined the above statement of accounts, and, having compared the same with cash-book, bank pass-book, vouchers, and other documents, find the same to be correct.—W. A. SPENCE, Auditor.—2nd April, 1886.

HOKITIKA HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Balance in hand and in bank at beginning of year	626	2	0	By Printing, stationery, and advertising	13	0	0
Interest on fixed deposit	31	0	0	Lodged fixed deposit, Bank of New Zealand, Hokitika	625	0	0
				Balance in hand and in bank at end of year	19	2	0
	£657	2	0		£657	2	0

JOSEPH GILES, Chairman.

I hereby certify that I have examined the above statement of account, 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.—5th January, 1886.

WAITAKI HIGH SCHOOL.

1. Secretary's Report.

Sir,— Oamaru, 4th March, 1886.

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

As was anticipated last year, the numbers of the school have continued to increase steadily term by term. They now stand at fifty-eight, as against forty-eight for last year. The numbers at the beginning of next session—judging from the applications received—will stand at about seventy boys, and there is no reason to suppose that the increase of numbers which has continued every term since the school was opened will be checked.

The growth of the attendance has enabled the Board to make two additions to the staff. Mr. Sidney Gilbert, of King's College, London, has taken the duties of house master and the English work of the second and third divisions. He has also taken the lower half of the school in chemistry and drawing. The partition of the school into three divisions has greatly improved the progress of the boys; but one more master at least is necessary for the complete graduation of the school. M. Ledez has undertaken the French work of the two highest divisions. He is a good disciplinarian, and has shown energy and skill in his teaching. Botany, geology, physical geography, and physics have been taught by Mr. Gifford, the latter subject with the help of apparatus procured from England. The average age of the lowest division is over thirteen years, of the Second Division fourteen years eleven months, and of the highest division sixteen years.

Two excellent fives courts have been built to the south of the main building. They have been paved with asphalt, and are in constant use. Some gymnastic apparatus has also been put up, and the boys are now able to occupy themselves during the intervals and dinner hour, much to the advantage of the tone of the school. The cadet corps has made very good progress under the care of Sergeant Macpherson, and the members have won their share of the prizes offered by the Government to the cadets of the district. If the numbers of the school continue to increase a large schoolroom will be required, in which all the school can be assembled for public purposes. In the daytime it could be divided into class rooms, and it would thus fully provide for some seventy more boys. The health of the school has been excellent.

I have, &c.,

The Secretary, Education Department. George Sumpter, Secretary.

2. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Balance in hand and in bank at beginning of year	0	7	9
Grant from vote of the General Assembly	500	0	0
Reserves sold	240	0	0
Current income from reserves	711	5	8
Interest on Endowment Account	76	5	0
School fees	452	6	6
Books, &c., sold, and other refunds	71	18	1
Building Society's debentures withdrawn	379	11	11
	£2,431	14	11

Expenditure.	£	s.	d.
By Balance at beginning of year	275	16	3
Office—Salary	15	0	0
Other office expenses	17	16	4
Teachers' salaries and allowances	927	19	4
Printing, stationery, and advertising	36	19	6
Cleaning, fuel, light, &c.	67	9	5
Book and stationery account and other temporary advances	81	9	10
Works	215	6	6
Fencing, repairs, &c.	119	11	2
Rents, insurance, and taxes	28	17	8
Interest on current account	10	9	8
Expenses of endowments	6	3	6
Interest on loan on school buildings	280	0	0
School appliances	24	0	0
Balance in hand and in bank at end of year	324	15	9
	£2,431	14	11

H. J. Miller, Chairman.
George Sumpter, Secretary.

I have compared this abstract with the treasurer's book and vouchers, and I certify it to be correct.—H. Livingston, Auditor.

Note.—At last audit I left a printed form of school roll, to furnish a means of ascertaining the amount of uncollected fees, and asked the Chairman to get it filled in. This was not done, and consequently that part of the accounts cannot be audited. I will supply another form, and I trust it will be used during the current year. There is no available check on the amount received from sale of school books. I may mention that the practice of the other high schools in Otago is to make the pupils procure their books direct from the bookseller.—H. L.

3. Statement of Assets and Liabilities at 31st December, 1885.

Assets.	£	s.	d.
Cash in Colonial Bank	322	4	10
Petty cash in hand	2	10	11
Rents uncollected	394	15	0
Fees uncollected, per Rector's returns	207	1	0
Deferred-payment balance	696	16	0
School buildings			
Reserves vested in Board by "Waitaki High School Act, 1878"			
	£		

Liabilities.	£	s.	d.
Loan on mortgage	4,000	0	0
Home Commissioner, *re* headmaster	212	16	0
Salaries	74	10	0
Scholarship Fund	100	0	0
	£		

The items, "Cash in hand," "Bank," "Rents uncollected," "Deferred-payment balances," "Loan on mortgage," and "Scholarship Fund," are correctly stated.—H. Livingston, Auditor.

4. Report of the Inspector-General to the Hon. the Minister of Education.

Oamaru) Waitaki High School.—Inspected 7th December. The school examination was going

on at the time of my visit. My impression is that the work that was being done while I was there will be somewhat disappointing to the masters; but I understand that the papers were set with the view of sifting out the prize-winners. The staff has been strengthened during the year by the addition of a third master and a visiting master. The programme of the highest class is as follows: Æneid, II., 300 to 804; V., 1 to 480; repetition, 350 lines: Bradley's Arnold, 112 pages: Simpson's Cæsarian Prose, eight pieces. Lazare Hoche, pages 60 to 113; Le Bourgeois Gentilhomme, I., II.; Chardenal's First Course. Otto's German Grammar, pages 1 to 199; Grimm's Kinder und Haus Märchen. Milton's Lycidas, &c., for paraphrase. Euclid, to Book XI., 6. Trigonometry, to ratios of sum of two angles. Algebra, to problems on simple equations. The Physics Primer. Petrie's Geography. Bright's History, III., pages 806 to 1,018. Mrs. Fawcett's Political Economy. In the lowest division: Via Latina, Exercises 1 to 20, and the active verb; Chardenal's First French Course, exercises 1 to 40; arithmetic, including fractions, stocks, and interest; algebra, to multiplication; Euclid, to I., 12; Gardiner's History, pages 195 to 336; Petrie's Geography, pages 1 to 50; Hall's Primary Grammar, pages 1 to 50; composition; drawing; botany.

OTAGO HIGH SCHOOLS.

1. Report of the Board of Governors.

Sir,— Dunedin, 30th April, 1886.

In accordance with section 8 of "The Otago Boys' and Girls' High Schools Act, 1877," and in terms of your circular dated Wellington, 20th November, 1885, I have the honour to forward herewith report of the Board of Governors of the Otago Boys' and Girls' High Schools for the year ended 31st December, 1885.

The Board reports that, owing to continued ill-health, Dr. Macdonald, the rector of the Boys' High School, was compelled to send in his resignation, which the Board received with the greatest regret. With a view to the appointment of a successor, the Board availed itself of the invaluable services of Sir F. D. Bell, the Agent-General for New Zealand in London, who, in conjunction with Dr. James Macdonald, of Kelvinside Academy, Glasgow, selected the Rev. Henry Belcher, M.A., LL.D., who held a responsible position in King's College School, London, from a large number of candidates. Dr. Belcher arrived in Dunedin in March of the present year, and entered at once on his duties.

The Board, with a view of providing more thorough instruction in arithmetic in the Lower School, arranged to place this important subject under the care of a highly-qualified master, who is responsible, under the rector, for its efficiency.

The Board is sorry to state that, in consequence of the serious depreciation in the value of wool and all descriptions of farm produce, its tenants, both agricultural and pastoral, have experienced the greatest difficulty in paying their rents and instalments of purchase-money; while a number are in arrear. Owing to these circumstances the Board has been forced to make a considerable reduction in the salaries of the teaching staff. The Board has received numerous applications from its tenants for reduction of rents; but, having no power under its Act to take them into consideration, it is of opinion that the Government should amend the said Act in the direction of giving the Board a power similar to that conferred on the Church Board of Property by section 21 of "The Presbyterian Church of Otago Land Act, 1866."

With reference to technical education, the Board fully recognises its importance, and the advisability of its introduction into the High School curriculum. With this end in view it appointed a committee to make inquiries on the matter; but, owing to its financial state, it has been precluded from taking any definite action. The matter, however, has not been lost sight of.

The following tables [not printed] give the information asked for in circular of date 20th November, 1885.

Annexed hereto are reports from the acting rector of the Boys' School and the principal of the Girls' School, showing the work done in the schools during the year; also reports of the examiners, as well as particulars of scholarships held at the schools. The audited statement of receipts and expenditure was forwarded to the Education Department on the 22nd instant.

I have, &c.,

The Hon. the Minister of Education, Wellington. D. M. Stuart, D.D., Chairman.

2. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Price of reserves sold	6,275	19	9	By Balance at beginning of year	1,262	10	9
Rents	3,188	8	8	Office—Salary	170	0	0
Interest	569	17	0	Other office expenses	8	6	5
School fees	2,565	15	0	Other expenses of management	102	6	8
Boarding-school fees	1,875	0	0	Teachers' salaries and allowances	7,961	10	7
Refund from Gray Russell School Fund	40	0	0	Boarding-school account—			
Proceeds of building materials sold	45	19	6	Disbursements	1,564	11	10
Balance at end of year	2,833	7	0	Furnishing	623	4	4
				Prizes	33	11	3
				Printing, stationery, and advertising	109	16	7
				Cleaning, fuel, light, &c.	87	3	9
				Janitors' wages, &c.	206	18	11
				Rents, insurance, and taxes	198	11	5
				Interest on current account	125	15	2
				Expended on buildings	4,684	4	2
				Destroying rabbits	81	10	0
				Discount on promissory notes	149	2	7
				Refund, Receiver, Land Revenue	25	2	6
	£17,394	6	11		£17,394	6	11

D. M. Stuart, D.D., Chairman.
C. Macandrew, Secretary.

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 Amount advanced on mortgage ..	750 0 0	By Capital	1,000 0 0
Balance in bank	338 17 6	Balance of receipts uninvested ..	88 17 6
	£1,088 17 6		£1,088 17 6

Note.—£60 of this fund has been paid away on account of scholarship.

D. M. Stuart, Chairman.
Correct.—H. Livingston, Auditor. C. Macandrew, Secretary.

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	Receipts (interest) uninvested ..	162 11 9
Balance in bank	112 11 9		
	£312 11 9		£312 11 9

D. M. Stuart, Chairman.
Correct.—H. Livingston, Auditor. C. Macandrew, Secretary.

5. Rector's Report—Boys' School.

During the past year 107 boys have entered the High School for the first time, the total number enrolled being 288 (148 in the Upper School and 140 in the Lower School). The numbers on the roll for the four quarters were respectively 263, 254, 249, and 247. This is the first year in which the number of boys in the Upper School has exceeded that in the Lower School, the falling-off in the latter being chiefly due to there being no preparatory class. Twenty-two senior and four junior scholars of the Otago Education Board have been in attendance during the present session, and fourteen boys have received free education, having made 50 per cent. of marks or over at the scholarship examination. Three provincial scholars of the Westland Education Board and two of the South Canterbury Board attend this school. The number of boys received in the boarding establishment during the year was thirty-eight. With great regret we record the sudden death of a most promising pupil—Arthur Smithson—which occurred in the early part of the session. Percy G. Morgan succeeded last year in obtaining a New Zealand University junior scholarship, and Frank Edwin Wilson has just been awarded by the Auckland University College the Sinclair Scholarship of £100 per annum, for proficiency in mathematics, zoology, botany, and chemistry. Our entrance at the beginning of this session into a new and magnificent building is to be recorded as marking an epoch in the history of the school. My colleague, Mr. Wilson, who for ten years so ably presided over and so efficiently taught the English classes of this school, entered, at the commencement of this year, as head of the Girls' High School, into a higher sphere of usefulness; and Mr. Morrison, who arrived here in April, now presides over the English department, and has proved himself in every respect a worthy successor of Mr. Wilson. The boys have this year started a school magazine, edited by one of their number, to which I heartily wish a long and successful life. Monitors were appointed from boys in the Upper School during the latter half of the session, and I here take the opportunity of thanking them for their zeal and energy in maintaining the good discipline of the school during play hours. A rifle corps was started, under the superintendence of Mr. G. M. Thomson and Mr. Instructor Hanna, and the boys have been drilled regularly once a week during their dinner hour. I trust the Government will be able to see their way to provide them with carbines, for it would be a pity if this movement, so energetically begun, should be allowed to cease for want of weapons. In addition to the medals and books voted by the Board of Governors, various kind friends of the school have forwarded prizes for presentation. The Chamber of Commerce has again given a gold medal for the best scholar in English and arithmetic, a silver medal for the best arithmetician in the whole school, and a silver medal for the best arithmetician in the Lower School. The Shakespeare Club has renewed its prize for reading. The Rev. Dr. Stuart, Mr. Gilbert Matheson, Mr. Wilkie, Mr. Horsburgh, Mr. J. R. Sinclair, Mr. Mackerras, and Mr. Livingstone have kindly continued their gifts. Mr. Wilson, Mr. Siedeberg, Mr. S. Solomon, and Dr. Bülau have also favoured us with prizes. I have also to thank Messrs. Michaelis, Hallenstein, and Farquhar, New Zealand Drug Company, Mosgiel Woollen Factory, Dunedin Iron and Woodware Company, Fergusson and Mitchell, Reid and Gray, for promised contributions, which will form a most useful nucleus in the formation of a museum, and should prove a valuable aid in the promotion of technical education. I append a list—which I am afraid is far from complete—of ex-High School boys who have gained distinctions during the year. [Not printed.]

D. Brent, Acting Rector.

6. Principal's Report—Girls' School.

Sir,— Dunedin, 16th December, 1885.

I have the honour to report that the total number of pupils enrolled during the past year is 205—122 in the Upper, and 83 in the Lower School. Of this number, 70 have entered the school this year for the first time. For the four quarters the numbers on the roll have been respectively—181, 186, 187, and 181. Seven senior and five junior scholars of the Otago Education Board have been in attendance during the year, and three girls who made 50 per cent. of marks or over at the scholarship examination have received free education. Miss Bathgate informs me that fifteen boarders and six day boarders have been entered during the year. "The general health in the house has been excellent. The girls have been cheerful and happy, punctual and orderly in their duties, and very earnest in their work."

All who are interested in the success of the school, and more particularly my predecessor, Mrs. Burn, and her assistants, cannot but be much gratified by the honourable position taken by pupils of this school in the various University examinations. At the beginning of the year the Richardson Scholarship was gained by Miss Isabella Duncan, the Scott Scholarship by Miss Isabella McLandress, and Normal school scholarships by Miss Barbara Mollison and Miss Jessie Highet.

The following old pupils of the Girls' High School have gained University honours:—Miss Annie Forbes: First Class chemistry (prize); first place for solution of chemical problems; Second Class senior Latin; Second Class senior mathematics. Miss Flora M. Allan: Second Class junior Latin; Second Class senior mathematics; Second Class chemistry, senior laboratory. Miss Marion Steel: Second Class senior mental science; Second Class English; Second Class senior French. Miss Isabella Duncan: First Class junior mathematics (second prize); First Class chemistry, senior laboratory; Second Class junior Latin. Miss Marion A. Ferguson: First Class junior mathematics (second prize, equal with Miss Duncan); Second Class junior Latin; Second Class chemistry, senior laboratory. Miss Isabella McLandress: First Class chemistry, senior laboratory; Second Class junior mathematics; Second Class junior Latin.

The course of study pursued throughout the school during the year is sufficiently indicated by the conspectus of work appended to this report. I am satisfied that a considerable amount of good work has been done, and done in the best possible spirit, by both teachers and pupils. I desire to express my indebtedness and thanks to my excellent staff of assistants, who have, one and all, given me their ready and hearty co-operation in the government of the school. To this and to the excellent spirit that has animated the pupils of the school throughout all the classes it is due that the work of the year has gone on with such harmony, and that the retrospect of the session is so pleasant.

Mr. Hutton reports that "the work done in drawing during the session has been of the usual kind: in the Lower School, freehand drawing from blackboard exercises, and from copies of first grade: in the Upper School, freehand drawing, second grade; advanced freehand, and shading from copies; and drawing and shading from the cast."

Friends of the school have again been liberal in forwarding prizes for distribution. Besides the medals offered by the Board of Governors for the dux of the school and the dux of the Lower School, I have received from Messrs. Brown, Ewing, and Co. a silver medal for the dux in mathematics; from the Shakespeare Club, two prizes for reading; from the Girls' H. S. Dux Association, a prize for arithmetic; from the Boys' School, a gold medal for the best gymnast in the Upper School, and a silver medal for the best in the Lower; also prizes from Mrs. Burn, Mrs. Holmes, Miss Dalrymple, Mrs. Bülau, Mrs. Street, Mrs. Haynes, Mrs. Muret, Mrs. G. M. Thomson, Miss Burnside, Miss Bathgate, Dr. Stuart, Mr. D. Brent, Mr. Livingston, Mr. M. Moss, Messrs. Charles Begg and Co., the Dresden Piano Company, and Messrs. Wise, Caffin and Co.

The ex-High School Girls' Club still prospers, and has manifested its interest in the school this year by granting a scholarship of £8 10s. (worthily held by Miss Effie Gilkison), and by generously providing funds for laying down in the playground asphalted tennis courts, which have been a great boon to pupils and teachers. The club has, and must have in the future in a still greater degree, an influence for good in the school. It cannot but increase the loyalty of present pupils to see that the pupils of the past still have a warm heart to the school that educated them, and that they find in the very fact of their having been taught in this school a bond of union, sympathy, and friendship. I would urge all girls who are leaving this year to enrol themselves at once as members of the club; and if they do so I can assure the club that it will gain several very valuable and desirable acquisitions. Another association connected with the school—the Girls' High School Dux Association, though necessarily limited as to its membership, works in the same direction as the club for the welfare of the school. The association this year has presented a prize for arithmetic, which has been awarded on the results of an examination conducted by two of its members, Miss Allan and Miss Ferguson. I need not say that it is very gratifying to all connected with the school to have two ladies who left it a short time ago as its most distinguished pupils returning to prove their interest in the school in this praiseworthy and desirable way. For my colleagues and myself, I may say that it is very pleasant and encouraging to us to find the old pupils rallying round the school as they have done this year.

Before closing this report I may, perhaps, be allowed to advert to a subject on which it is desirable there should be a perfect understanding between myself and parents who send pupils to the school. Of late years public attention has been directed again and again to the question of over-pressure in schools, more particularly in connection with schools for girls. My experience of girls' classes is as yet only limited, but it allows me, I think, to see clearly enough certain important bearings of this question on the higher education of girls in this colony; and this experience, such as it is, added to that acquired from a long connection with the Boys' High School, enables me to make comparison of the relative capacity of boys and girls for hard work, and to see wherein lies the greater danger of over-pressure in the case of studious girls. On comparing the studious girl with the studious boy of the same age it is evident that the boy starts with a decided advantage in his less delicate organization and his greater physical strength and power of endurance. The very qualities in a girl that make her, perhaps, quicker of insight than a boy, and more readily responsive to the teaching she receives, lead her to worry more over her lessons and examinations, and so directly lend themselves to overwork. In the case of the boy, the physical strength of which I have spoken is economised and increased by the alternation of study with energetic out-door sports, so that any nervous wear and tear from school work is made good by the healthful exercise and complete relaxation of the playground; whereas in the case of the studious girl—at any rate, until just lately—little provision has been made for the encouragement of active out-door exercise, whilst some girls—in these colonies, I venture to say, a good many—in addition to the burden of school work, are obliged to share the cares and responsi-

bilities of the household. Incidental to the work of high schools and normal schools there is still another fact that specially lends itself to the overworking of girls. A boy of only average ability does not usually choose a profession that demands a high educational test; but at present almost the only occupation open to gentlewomen, whether they have much or little ability, is teaching. There are many grades of teachers, from Class A at the top to Class E at the bottom; and every girl who is worthy to become a teacher tries to qualify for the highest grade to which she can possibly attain; hence the necessity for passing degree and other test examinations. Now, many girls, strong in health, and quick in assimilating what they are taught, can pass such examinations without any strain; but in the case of others of less talent, or of less robust health, the strain proves too great, and they break down. It is incumbent, therefore, on all parents to count well the cost before determining that their daughters shall enter on a course of study with a special aim of this kind, whether of obtaining a degree, scholarship, or teacher's certificate. So far as this school is concerned, the matter is entirely in the hands of parents. It is necessary that parents should insist on their children devoting a reasonable time to evening preparation; but it is still more imperative that they should see that not more than a reasonable time is given to home work, and that, should the work appear to be too heavy, they should at once communicate with me on the subject. During the past year I have anxiously tried to guard against overworking the more studious girls. To this end I have done all in my power to encourage out-door games. Thanks chiefly to the exertions of the ex-High School Girls' Club, we have now two excellent asphalted courts for tennis, which, with the fives courts, are much used during play hours. Further, in order as much as possible to extend the time for play, I have kept the grounds open during the summer months for an hour after afternoon school. Another corrective to overwork is the gymnastic lesson, which each class has twice a week. I cannot insist too strongly on the importance of gymnastics to all girls whose general health admits of their taking part in the exercises, and on the necessity of each girl being provided with a suitable dress, so that she may be able to derive full benefit from the lesson.

The Chairman, Board of Governors. A. Wilson, Principal.

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7. Reports of Examiners (December, 1885).

Report of the Examination in English, History, and Geography.

Sir,—

I have the honour to report that I examined the Boys' High School, from the Lower Fourth upwards, and the whole of the Girls' High School, towards the end of the session just concluded, in the following subjects:—

(1.) *English.*—Including reading, descriptive grammar, historical grammar (in the higher Forms only), and selected works or portions of works of leading English writers, ranging from the extracts of Geikie's Fifth Reader to the Fourth Book of Paradise Lost, various plays of Shakespeare, Bacon's Essays, the first six cantos of the Faerie Queene (Girls'), and Chaucer's Prologue to the Canterbury Tales (Boys'). (2.) *History.*—Only English history was taken up this year: on a previous occasion European history was studied in the highest form of the Girls' School. The most advanced book was Smith's Smaller History of England in the Girls' School (Sixth Form), and the Royal History of England in the Boys' School (Fifth Form). (3.) *Geography.*—The course in this subject is progressive in both schools up to the Fifth Form, and is very complete. The most advanced text-book in ordinary geography is Mackay's Intermediate Geography; but the Lower Fifth Form of the Girls' School has studied Blackie's Physical Geography with particularly satisfactory results.

Girls' High School.

The Syllabus.—The curriculum in the subjects in which I examined appears to me to be most satisfactorily arranged. The learners proceed gradually from the preliminary to the advanced subjects without ever being suddenly brought into contact with subjects of excessive difficulty, and all the work done is of the most valuable nature for both educational and practical purposes. The principal point about the construction of the curriculum that seems to me open to inquiry is the position assigned to history. From my experience as an examiner under "the Oxford and Cambridge School Examination Syndicate" I consider that history is somewhat subordinated to literature and language. The inequality is by no means serious; but at the present time, when the directors of education seem so generally disposed to put history in the background, it is necessary to call attention to the fact that, whatever be the value of a knowledge of the mere facts of history, the study of it in class from the works of a first-class historian, and under the guidance of an experienced teacher, is probably the best known means of acquiring the power of grasping and assimilating the leading points of a writer—a power on which all self-education depends.

Teaching.—I have been present during the instruction or examination of most of the classes by their teachers, and have in every case been much impressed by the energy and skill of the latter, as exhibited both in giving instruction and in drawing out the pupils' knowledge. In every class I found genuine teaching, and nowhere did I see any trace of the system once so common under which the school was little more than a place for hearing lessons repeated.

Results.

(*a.*) *Reading.*—Throughout the classes that I examined in reading, the work was marked by that correctness of emphasis which results from the power of taking in the meaning of a whole sentence at a glance. But in according this high praise, I must mention that the passages read were those with which the pupils were already familiar, and that, in the limited time available, it would not have been fair to either pupils or teachers to attempt the reading of entirely new matter. But, though the excellence of that part of reading which proceeds from intellectual mastery of the

subject deserves to be noticed, there is another department in which the deficiency was very marked—namely, delivery. In the lowest Forms, and in the Sixth, the elocution was quite up to what could reasonably be expected; but in other Forms, in spite of every effort on the part of the teachers, the reading was often too rapid and almost universally indistinct.

(*b.*) *Spelling.*—Throughout the school the spelling is excellent. The oral spelling in the lower Forms was well done, and I do not remember a mistake in the papers except in a very few cases of proper names.

(*c.*) *Parsing and Analysis.*—The parsing was fairly well done—quite as well, perhaps, as is compatible with good work in other subjects; the common tendency at present being to give most undue prominence to this particular branch of the study of English. The analysis appeared to be well done; but the crabbed forms in which they were written out rendered the deciphering of the results a matter of some difficulty. This peculiarity is, however, universal: I have never examined a school in which it was not observable.

(*d.*) *Historical English Grammar.*—This subject is studied in the Sixth and Upper Fifth Forms, and with excellent results. The comparatively simple questions in the examination papers were answered in a style which showed a genuine knowledge of the growth of the English language, and the far more difficult questions orally proposed to the Sixth Form elicited replies that could result from nothing short of most painstaking and accurate study.

(*e.*) *Composition and Paraphrasing.*—The composition was generally fairly done. There were, of course, many instances of confused constructions, failures in sequences of tenses, &c., but the total result could certainly not be said to be below the average. Such being the case, I have the less hesitation in saying that the paraphrasing was very bad. The pupils seemed to find the greatest difficulty in varying the method of expressing a given thought. However, paraphrasing is but an aid to composition; and where the chief object is attained there is no necessity to dwell on the deficiencies of the means.

(*f.*) *Literature.*—In this subject it is noticeable that nearly all the selected works are poetical, and that so difficult a subject as Richard II. is taken up by the Lower Fifth. The general descriptions of scenes or of contents of books were satisfactory, and the more difficult descriptions of character showed that the import of the books read had been carefully explained. The meanings of difficult passages were generally adequately explained, but the impression left on my mind was that the subject was too difficult for the teachers to go into with the thoroughness which is desirable. A play of Shakespeare may be thoroughly understood as far as the meanings of its expressions go, and yet much that ought to be known to make the study interesting and fruitful will have to be omitted where the students are very young. It seems doubtful whether it is worth while to read Shakespeare on this limited system. The most difficult subject attempted was Spenser's Faerie Queene, of which the first six cantos of Book I. were read by the Sixth Form. The one question set on the subject was very well and fully answered, but the time allotted to the examination did not allow of any thorough test of the power of the class to grapple with the numerous difficulties that abound in the poem. On the whole I am satisfied that the work has been thoroughly done, and that the pupils really understand the difficult books they have been reading.

(2.) *History.*—The subject of history, though by no means badly done, produced what I think were the least satisfactory results of the three subjects. It seems to me that there is a lack of power on the part of the pupils to realise that the facts they have read about really did occur, and to see them, as it were, present with all their accessories. Probably this must always be the case where compressed histories are used; and it is much to be deplored that the system of modern education obliges teachers to use text-books which are of little use for any purpose except those of examinations. Within the lines admitted by the books the teaching has been good and careful. The leading points have been thoroughly impressed on the pupils' minds, and a fair acquaintance with the outlines of English history has been acquired by the higher Forms.

(3.) *Geography.*—The geography was in every way most satisfactory. The pupils showed wide and thoroughly intelligent knowledge of the subject. They had acquired not a mere knowledge of lists of names, but a vivid idea of the configuration of the earth, of the localities of its various products, and of the causes which lead to the establishment of trading centres and the localisation of industries. The physical geography in the Lower Fifth was particularly well done; and I should be glad to see this most interesting and mind-awakening subject make further progress in the school.

The Boys' High School.

The Syllabus.—As in the case of the Girls' School, I have to express a very high opinion of the general excellence of the curriculum. The chief point to which I take exception is that in the higher Forms the course becomes exclusively literary. Not only was no history taken up by the Sixth Form, but even historical grammar was not studied. The latter subject is read only in the Fifth Form, and it is useless to imagine that any solid advantage can be gained by boys who attempt to master such a subject during their progress through a single class. History, again, is not studied beyond the Fifth Form, and even there in such an elementary compilation as the Royal History. In history, however, the boys have the advantage of training in the lower Forms, and it must be admitted that the Fifth acquitted themselves admirably in it, which certainly cannot be said of their performances in historical grammar. I must further express my opinion that Shakespeare should not be attempted in the Lower Fourth, and that the works studied ought to include some good prose. At present I find only poetical and dramatic writings are studied, and it seems monstrous that a boy should go through such a lengthy course of literature as he does in this school, and yet perhaps never hear even the names of Swift, Addison, or Macaulay.

Teaching.—I have the greatest pleasure in testifying to the excellence of the teaching in the higher Forms. I was completely surprised at the thoroughness with which the Fifth and Sixth Forms answered most difficult questions on points of Shakespearian criticism. The remarkably

thoughtful character of the answers given by the Sixth to a question on the mental conditions of Lear and Hamlet, and the scholarly way in which the Fifth dealt with the difficulties of the play of Romeo and Juliet, have equally delighted me. The whole work testifies to an amount of scholarship and a power of imparting knowledge in the teacher which is deserving of the heartiest recognition. After referring to this genuine triumph of teaching in the most difficult department—namely, literature—I have only to add that the results in history and geography were equally satisfactory; and the parents of boys at the school have every reason to congratulate themselves that the English education of their sons is in such thoroughly competent hands.

Results.

(*a.*) *Spelling.*—The spelling was remarkably good, even in the lowest Form that I examined—namely, the Lower Fourth.

(*b.*) *Parsing and Analysis.*—The parsing and analysis of sentences were equally good all through, and the nature and object of these processes were well explained by the Fifth Form.

(*c.*) *Historical English Grammar.*—Historical grammar produced the least satisfactory results. As I have already mentioned, this subject is only studied in the Fifth Form, and, so far as my opportunities of judging go, with very little success. I may add that I do not think boys should be set to read Chaucer when they know so little of the growth of their language as must be the case with the Sixth Form.

(*d.*) *Composition and Paraphrasing.*—The composition is decidedly promising, and the difficult subject of paraphrasing was treated with a spirit and power that testify to most accomplished teaching. I consider it one of the greatest successes of the teaching of the higher Forms that it has produced creditable results in a department in which boys are usually lamentably defective.

(*e.*) *Literature.*—The Lower Fourth took up the Merchant of Venice, and did creditably within the very narrow limits laid down for them. In reporting on the Girls' School I have given my reasons for thinking that Shakespeare should not be attempted by junior Forms. The Upper Fourth showed very good results in Julius Cæsar. They took up, in addition, L'Allegro and Il Penseroso; but, not having had time for proper revision, they were naturally not up to examination standard in this subject. The Fifth were examined in Romeo and Juliet, and I think it will not be too much to say that I have never examined a Form that produced such generally good results. They not only thoroughly understood the text, but quoted long passages from different parts of the play with the greatest freedom. The Sixth took up King Lear, Hamlet, and the Prologue to the Canterbury Tales. They had also read the Tempest, but, as this had not been revised, I set no questions on it. The whole work was excellently done. The comparison between the mental states of Hamlet and of Lear was the best and most scholarly piece of class work in this department that I have ever seen. The explanations of difficult passages were good on a lower level. The paraphrasing, to which I have previously referred, showed real appreciation of the spirit of the original. The Chaucer seemed to be thoroughly known, and a question on one of the most recent results of scholarship, the pronunciation of the final "e" in Chaucer, produced answers which showed that the boys had been brought thoroughly abreast of modern knowledge.

History.—In the Lower Fourth a fair amount of history has been read, and, as all the questions were answered by the bulk of the Form, the results may be considered satisfactory. The Upper Fourth, which has been reading the same text-book—the Royal History—did its work much more fully than the Form below. All the great events and all the great men of the period taken up seemed to be familiar to the boys; and there was a notable absence of silly mistakes. The Fifth particularly distinguished themselves in this subject. They gave their answers with a fulness and accuracy far beyond what I had expected. However little I may think of their text-book, which is the same as in the Forms already mentioned, I believe that they have been exceedingly well trained, and have acquired to a considerable extent that power of assimilating the contents of the books they read which is the abiding result of the study of history. The Sixth took up no history; and I must repeat that it is not creditable to such a school that its historical course should stop short at the Royal Reader.

Geography.—The geography was very fairly done by the Lower Fourth, and showed a satisfactory growth in fulness in the higher Forms, the Fifth doing really creditable work. Nothing in the shape of physical geography seems to have been undertaken, but the results that have been attained in the subject as limited by the course must be pronounced very good.

Conclusion.—The chief faults that I find in the school are those of the curriculum, to which I have referred at the commencement of the report. I have not examined any Form below the Lower Fourth; but in the case of the Forms I have examined, and particularly in that of the Fifth and Sixth, I am very favourably impressed by the character of the work done.

I have, &c.,

MAINWARING BROWN,
Examiner in English.

The Chairman, Board of Governors.

REPORT OF THE EXAMINATION IN MATHEMATICS AND ARITHMETIC.

SIR,— Dunedin, 23rd December, 1885.

I have, as requested, examined the Otago High Schools in the subjects of mathematics and arithmetic, and have now the honour to submit my report. In both cases the Lower School was examined orally, and the higher Forms, comprising the Fourth, Fifth, and Sixth, by means of written papers. Every facility was offered by the principals and teachers of applying any legitimate test. In both schools the results, in my opinion, are very good, and in some classes they leave nothing to be desired.

The Girls' High School.

The lowest Form, a small class, did very good work in the initiatory rules. The second worked examples in money, weights, and measures, with fair accuracy, and has been excellently trained in mental arithmetic, but has not yet mastered arithmetical problems. During the year the Third Form has been engaged on vulgar and decimal fractions, and has acquired good knowledge of method, though rather deficient in readiness. The mental arithmetic in this class is again an admirable feature.

The Upper School is, on the whole, characterized by great carefulness and neatness in execution, especially in the highest Form. The Fourth, when examined orally in algebra, worked with excellent precision. The algebra of the Sixth was particularly good, and, had they all taken trigonometry, the average would have stood much higher. In the two highest Forms not many attempted the deductions; but, on the other hand, the text of Euclid was most minutely and faithfully reproduced. The following points require attention: In writing out Euclid, III., 23, no reference was made to III. 10. In alligation not more than two solutions of the question were given, instead of seven. In compound practice the great majority failed where the tables were fractional.

The work allotted to each year seems quite sufficient. I have only to suggest that, instead of so much memory work in the Euclid of the upper Classes, more training in deductions and original work might with advantage be attempted. The subjoined tables give a succinct statement of results, showing the marks gained in each class for the three subjects of separate papers:—

	Highest.	Average.	Lowest.
Arithmetic—			
Sixth (14)	93	66	16
Upper Fifth (17)	93	62	13
Lower Fifth (32)	100	57	0
Fourth (36)	77	47	0
Euclid—			
Sixth (First Division), (7)	66	56	40
Sixth (Second Division), (6)	76	53	33
Upper Fifth (First Division), (7)	60	46	21
Upper Fifth (Second Division), (7)	81	71	56
Lower Fifth (29)	94	63	5
Algebra and Trigonometry—			
Sixth (12)	91	69	41
Upper Fifth (15)	94	63	25
Lower Fifth (34)	94	64	33

The Boys' High School.

The Lower School generally wrought with correctness and neatness, though somewhat slowly. The lowest Form in an especial manner distinguished itself for painstaking accuracy. The Second wrought examples in the compound rules and reduction with average correctness, and evinced much more than average skill in dealing with arithmetical problems. The Third consists of two divisions, in the lower of which examples in arithmetic as far as bills of parcels and practice were executed with due attention to form and method; but greater speed would be attained by the use of decimals in extending the fractional parts in compound practice. The Upper Division went through their extensive programme with animation, and showed considerable acquaintance with problems. Some of the boys in this Form seemed to be of rather mature age.

In the Upper School many of the boys did very well in all classes except the Euclid of IVc. In the Euclid of the Sixth especially many gained full marks, and, notwithstanding the fact that one-half of the pupils have left recently, the average is good. There is, however, an inequality in the papers, which becomes more pronounced in the highest Forms. There is also much to complain of regarding want of neatness, particularly in the Fourth and Fifth. When the institution has received its new chief, it may not be unreasonable to hope that steps will be taken to secure more tasteful penmanship. As the subject of mathematics is usually most effective in revealing different capabilities, I would suggest that it be made the basis of classification throughout the school. The tables appended give the results:—

	Highest.	Average.	Lowest.
Arithmetic—			
Sixth (12)	100	61	14
Fifth (20)	89	64	30
Fourth A (20)	90	68	32
Fourth B (22)	91	80	62
Fourth C (26)	100	72	36
Euclid—			
Sixth (10)	100	51	6
Fifth (19)	65	33	0
Fourth A (19)	78	56	15
Fourth B (21)	95	67	32
Fourth C (25)	75	23	0
Algebra and Trigonometry—			
Sixth (12)	100	66	15
Fifth (20)	100	75	33
Fourth A (22)	100	75	30
Fourth B (20)	85	59	28
Fourth C (23)	84	51	13

I have, &c.,

The Chairman, Board of Governors, Otago High Schools. JOHN STRANG.

REPORT OF THE EXAMINATION IN LATIN.

SIR,—

I beg to report that I have acted on the instructions of the Board of Governors, by examining the two High Schools in Latin. I conducted the examinations of both schools by means of written papers, with the exception of Classes I., II., and III. of Boys' High School, which I judged it sufficient to examine *vivâ voce*, partly on account of the elementary character of the instruction given in those classes, and partly on account of the youthful pupils' want of facility in written exercises. I have to acknowledge the courtesy of the rectors and teachers of the respective schools, who gave me every needed information, and kindly supervised the examinations in the class-rooms in which I could not be present personally. The plan I adopted was to select one or two portions of books read in the class during the year, and to question the pupils on the parsing and derivation of the words, on the syntax, and on the geographical, historical, or other allusions occurring in the passage or passages selected. I hardly ever questioned the pupils outside the portions so chosen. My intention was to sink shafts into the work done by the respective classes during the year, and thus to sample their work. I attached values, as fairly as I could, to the questions asked in each paper, and summed up the collective value of the answers given by each pupil. The following is the tabulated result of the examination of the

Girls' High School:—

Class.	Number of Pupils examined.	Highest Percentage of Marks gained.	Lowest Percentage of Marks gained.	Average of Whole Class.
Beginners	9	95	75	89·3
Sixth Form (Juniors)	8	89	63	79·1
Sixth Form (Seniors)	8	91	60	78·5

The paper set for the beginners was very easy, being taken out of the beginning of Part I. of Smith's Principia; and this accounts for the exceptionally high percentage of marks gained in it. The other two papers were meant to be more testing; and the good percentage made in them may be taken as an indication that the teaching of Latin in the Girls' High School is accurate and efficient. I was pleased to find a remarkable equality of fair attainment about the papers: they were all pretty well up to the mark; there were no conspicuous failures. I was also glad to notice that attention is paid to the connection between Latin and English, a point which I took occasion specially to test, with results which were very satisfactory. One of the chief uses of Latin to girls who have no occasion to study the language for professional purposes lies in the key to the proper meaning of English words which a knowledge of Latin puts into their hands. It is to be regretted that such a small number of girls (twenty-five only presented themselves for examination) care to acquire the language which is the introduction to the study of their own mother tongue.

Boys' High School.

As already mentioned, I examined Classes I., II., and III. *vivâ voce*. My great object was to discover whether a solid foundation was being laid for future progress, by accuracy in the knowledge of declensions and conjugations. I had every reason to be satisfied that this elementary instruction was being cared for. The only class in the Lower School that left a somewhat unfavourable impression upon me was the Upper Third, which, with the exception of a few boys at the top, seemed to drag. The results of the written examinations of the classes above the Upper Third admit of being tabulated as under, and speak for themselves.

Class.	Number of Pupils examined.	Highest Percentage of Marks gained.	Lowest Percentage of Marks gained.	Average Percentage for Whole Class.
Lower Fourth, Division 2	25	96	42	76·1
Lower Fourth, Division 1	15	89	41	74·8
Upper Fourth	21	84	37	59·7
Fifth	21	89	45	69·2
Sixth (class work)	11	94	38	69·9
Sixth (unseen Latin and version)	11	88	64	76·8

These percentages are very satisfactory. I have noticed with pleasure that a large number of the boys must make conscience of their work, otherwise they could not have answered so well as they did. I might single out for special commendation the paper given in by the Sixth Form, in which they translated into English a piece of Latin they had never seen before, and, conversely, translated into Latin a passage of English prose. This paper was remarkably well done, and would do credit to the pupils of any school. There is just one point in respect of which I should like to sound a note of warning. I think I noticed a tendency to make the translation of Latin into English a shade too free—not enough respect being paid, in my opinion, to scrupulous accuracy. I noticed that this was frequently done in the interests of idiomatic English, for some of the boys who

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

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

I have, &c.,

The Chairman, Board of Governors, Otago High Schools. MICHAEL WATT.

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

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

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

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

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

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

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

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

CHAS. TURRELL, M.A., Examiner.

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

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

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

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

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

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

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

CHAS. TURRELL, M.A., Examiner.

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

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

CHAS. TURRELL, M.A., Examiner.

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8. REPORT of the INSPECTOR-GENERAL to the Hon. the MINISTER of EDUCATION.

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

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

SOUTHLAND HIGH SCHOOLS.

1. Report of the Board of Governors.

At the beginning of the year the Board of Governors consisted of the following gentlemen: Messrs. Lumsden and Wilson, appointed by His Excellency the Governor; Messrs. Watson and Matheson, appointed by the Education Board; and Mr. Froggatt, the Mayor for the time being. The term of office for which Messrs. Lumsden and Wilson were appointed expired in August, when they were both reappointed. Mr. Lumsden has occupied the office of Chairman throughout the year.

The average attendance at the schools for the year has been—boys, 41; girls, 36. The number on the roll at the end of the year was—boys, 45; girls, 33.

Although no change has actually taken place in the teaching staff during the year, in view of the fact that the attendance has been gradually diminishing for some time, the Board resolved to dispense with the services of the headmaster and headmistress at the end of the year, and, for a time, at least, until the funds were in a more prosperous state, endeavour to carry on the schools under a married man as headmaster of both divisions. This resolution was given effect to, and in August the headmaster and headmistress received notice that their engagements would terminate on the 31st December, and Mr. A. H. Highton, M.A. of Cambridge, was appointed headmaster over both schools.

During the year the following endowments have been dealt with: Section 17, Block XIII., New River Hundred, containing 43 acres and 16 perches, leased for seven years at 7s. 6d. per acre per annum; Sections 37B and 38A, Wairio District, containing 203 acres, sold on deferred-payment conditions for £1 10s. per acre, extending over ten years; Sections 37 and 38, Wairio District, containing 1,429 acres 1 rood 29 perches, leased for ten years at 2d. per acre per annum; Section 9, Wairaki District, containing 433 acres 3 roods 10 perches, leased for five years at 2d. per acre per annum. The revenue obtained from the endowments is very unsatisfactory, owing to the inferior quality of the land in so many instances. This is especially the case with all the larger areas.

In order to assist pupils who reside in the country and have obtained scholarships, the Board has made a reduction to those pupils of one-third on the usual fees charged.

The Inspector-General visited the schools on the 30th November; but, that day being a partial holiday, the attendance was very small.

The balance-sheet which usually accompanies the formal report has been duly audited, and is appended hereto; also general statement of accounts in the form prescribed by the Education Department, and special information asked for in circular of 20th November, 1885.

Thomas Watson, Chairman.

2. Statement of Receipts and Expenditure for the Year ending 31st December, 1885.

Receipts.	£	s.	d.
To Balance from last year	424	9	7
Bank of New Zealand—fixed deposit	300	0	0
Paymaster-General	250	0	0
Reserves—			
Secondary	170	19	10
Rents	604	19	7
Sold	268	12	6
School fees (Boys')	422	4	6
Stationery fees (Boys')	29	17	0
Extra subjects (Boys')	14	0	0
School fees (Girls')	404	16	8
Stationery fees (Girls')	29	9	7
Extra subjects (Girls')	14	14	0
Interest	15	0	0
	£2,949	3	3

Expenditure.	£	s.	d.
By Reserves—			
Rents	44	2	11
Sold	98	10	6
School fees, cost of collection (Boys')	4	9	8
Stationery fees (Boys')	18	5	0
Extra subjects (Boys')	32	0	2
Prizes (Boys')	14	4	0
Cleaning (Boys')	33	9	0
Printing and advertising (Boys')	27	8	2
Fuel and light (Boys')	6	5	6
Salaries (Boys')	850	0	0
School fees, cost of collection (Girls')	3	2	6
Stationery fees (Girls')	25	13	4
Extra subjects (Girls')	34	2	1
Prizes (Girls')	6	5	6
Cleaning (Girls')	34	0	5
Printing and advertising (Girls')	27	8	1
Fuel and light (Girls')	6	5	6
Salaries (Girls')	625	0	0
Repairs	7	5	1
Insurance	3	15	0
Sundries (inspection £1, postage-stamps, cheque book, &c.)	34	9	0
Secretary's salary, including office rent, fuel and light (fifteen months)	87	10	0
Furniture and fittings	4	12	9
Bank of New Zealand—fixed deposit	600	0	0
Balance	320	19	1
	£2,949	3	3

Charles Rout, 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.

3. Report of the Inspector-General to the Hon. the Minister of Education.

Invercargill High School.—Inspected 30th November. I regret to say that the only day I could well spare for the inspection of this school was broken by a half-holiday. On that account I thought it right to devote my attention chiefly to the classes taught by the headmaster and the lady principal, who are both about to leave the school. I think it due to them to say that I consider the work of their classes very satisfactory indeed. The first class of boys is in three divisions for Latin:—Division A: De Officiis, I. to III.; In Catilinam, I., II.; Satires, I. Division

B: Æneid, XI., XII.; Livy, I., II.; Easy Consecutive Latin Prose. Division C: Æneid, IV.; De Senectute; Principia, Part IV.; unseen translation. In addition to English grammar and composition they have taken up Trench's Study of Words, and the Merchant of Venice. The books in Greek are Anabasis I., 1 to 5., and Initia Græca, I.; in French, Le Conscrit, De Musset's Tales, De Fivas's Grammar. They have read Euclid, to Book VI., with deductions; algebra, to binomial theorem; and part of Hamblin Smith's Smaller Trigonometry. In natural philosophy they have received instruction in light, sound, heat, and hydrostatics. They have prepared geography for matriculation; Green's Smaller History, from 1688; and Roman history from B.C. 133 to B.C. 29. The lowest division of the lowest class has read to the end of the regular verbs in the Principia, I.; its other work being English, arithmetic, geography, and English history (Connor's Primer). The lowest class of girls has gone over much the same ground as the lowest class of boys, with the exception of the substitution of French (about seventy pages of Dr. Smith's French Principia) for Latin. The highest class of girls has read (with the headmaster) Æneid, one book, and Principia, IV. With the lady principal the same class has worked through Smith and Hall's English Grammar, parts of Dr. Morris's Historical Grammar, Nichol's Composition Primer, and the Merchant of Venice; De Fivas's Grammar to the end, Picciola, and translation into French; the whole of Hamblin Smith's Arithmetic; algebra, to quadratics; the Tudor and Stuart periods in Green's History of the English People and Collier's British Empire; and general geography (Mackay's Intermediate).

[*Approximate Cost of Paper.*—Preparation, nil; printing (1,425 copies), £33.

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