



INCOME OF CERTAIN SECONDARY SCHOOLS FOR THE YEAR 1900.

Schools.	Cr. Balances on 1st Jan. 1900		From Endowments.						School Fees.	Boarding-school Fees.	Stationery and Books sold and Refunds.	Sundries unclassified.	Dr. Balances, 31st Dec., 1900.	Totals.	
	£	s. d.	Sales.	Mortgage moneys repaid.	Rents.	Interest on Moneys Invested.	Paid by School Commissioners.	School Fees.							
Auckland Grammar School	688	16 0	1,638	9 0	3,919	1 4	130	0 0	3,067	18 6	380	14 6	8,286	10 4	
Auckland Girls' High School	7,048	12 3	..	..	391	17 1	280	0 0	309	8 0	..	..	8,947	2 7	
Thames High School	594	10 11	..	..	65	8 0	10	19 9	100	0 0	..	..	1,408	9 3	
Whangarei High School	113	15 1	..	..	594	8 10	11	6 8	326	19 9	..	..	476	2 0	
New Plymouth High School	752	14 4	..	..	492	10 0	173	6 3	880	13 0	..	..	2,067	2 7	
Wanganui Girls' College	1,265	8 5	..	850	0 0	907	12 0	..	1,846	14 0	..	..	7,388	1 11	
Wanganui Collegiate School	42	8 7	..	..	1,849	2 6	..	..	484	18 0	..	..	970	2 1	
Wellington College and Girls' High School	..	..	..	..	..	..	..	..	4,311	15 1	..	..	7,010	1 7	
Napier High Schools	3,533	6 1	..	150	0 0	1,049	15 6	144	15 0	1,092	19 5	339	16 0	6,261	19 8
Gisborne High School	..	7 6 11	..	..	80	0 0	80	0 0	151	17 6	..	..	390	8 7	
Marlborough High School	..	..	1,000	0 0	930	0 0	472	12 4	181	4 0	..	..	2,477	4 0	
Nelson College	..	..	..	908	0 6	935	10 0	30	6 0	2,586	7 10	..	10,857	15 4	
Greytown High School	513	16 6	..	250	0 0	8	4 0	34	10 0	..	..	..	1,202	6 6	
Hokitika High School	1,855	0 0	..	..	56	5 0	..	..	..	..	..	..	1,643	15 0	
Christchurch Boys' High School	..	..	..	..	3,077	3 10	203	7 6	1,655	6 6	..	..	4,875	14 10	
Christchurch Girls' High School	55	17 7	175	0 0	2,623	18 3	..	..	1,439	11 0	..	..	2,010	13 6	
Christ's College Grammar School	..	..	..	..	119	5 6	..	..	2,762	15 0	..	..	7,229	13 4	
Rangiora High School	71	6 8	..	..	157	5 6	..	..	218	15 0	..	..	448	4 8	
Akaroa High School	..	..	..	..	621	13 9	..	..	141	17 0	..	..	199	15 10	
Ashburton High School	..	..	..	..	1,362	15 3	45	0 0	681	18 2	..	..	989	1 4	
Timaru High School	1,112	10 6	..	400	0 0	266	18 6	68	0 6	..	..	..	3,182	9 3	
Waimate High School	607	15 5	..	..	655	0 1	6	16 8	755	16 8	..	..	1,342	14 5	
Waimate High School	12	10 1	30	0 0	2,384	15 11	28	0 4	2,687	6 1	..	..	7,736	7 4	
Waitaki High School	796	2 6	364	0 0	880	17 2	37	10 0	514	13 4	..	..	7,040	3 8	
Ohango High Schools	1,289	5 8	..	..	..	..	..	..	..	..	..	..	2,881	8 5	
Southland High Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Totals	19,859	3 6	3,207	9 0	6,233,537	10 6	1,810	0 1	24,792	5 1	159	9 5	91,318	8 0	

a Includes £975 14s. 6d. for surrendered lease.

b Includes contractors deposits.

c Special grant from vote of General Assembly.

d Two years' annual Statutory Grant.

e Includes donation of £50.

f Grant from Government.

g Includes fixed deposit withdrawn.

EXPENDITURE OF CERTAIN SECONDARY SCHOOLS FOR THE YEAR 1900.

Schools.	Liabilities on 1st Jan., 1900.	Expense of Boards' Management: Office and Salaries.	School Salaries.	Boarding-school Account.	Examiners' Fees and Expenses.	Scholarships, Exhibitions, Prizes.	Printing, Stationery, Advertising, Cleaning, Fuel, Light, &c.	Leads, Buildings, Furniture, Insurance, Rent, Rates.	Expenditure on Encowments.	Capital Invested.	Interest.	Sundries unclassified.	Cr. Balances, 1st Dec., 1900.	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 Grammar School	..	425 11 10	4,054 11 8	..	..	72 11 10	365 5 2	2,542 12 10	..	8,500 0 0	250 7 2	32 11 6	542 18 4	8,286 10 4
Auckland Girls' High School	..	0 10 0	..	..	..	..	128 1 8	128 1 8	..	..	260 0 0	1 1 0	57 9 11	8,947 2 7
Thames High School	..	45 9 0	700 0 0	..	3 3 0	..	65 18 8	39 4 7	5 2 6	..	..	..	549 11 6	1,408 9 3
Whangarei High School	..	11 12 6	308 19 0	..	..	..	11 3 9	2 8 11	..	..	..	..	141 12 10	476 2 0
New Plymouth High School	..	58 9 0	732 0 0	..	..	18 12 4	70 0 6	33 14 5	35 7 2	..	..	..	1,108 7 0	2,067 2 7
Wanganui Girls' College	..	152 9 6	1,579 12 3	2,207 14 4	..	..	162 6 2	571 6 4	15 15 0	1,700 0 0	..	24 5 0	969 13 4	7,883 1 11
Wanganui Collegiate School	..	74 2 9	..	..	..	..	20 0 9	752 12 11	..	..	70 1 6	17 0 6	36 3 8	970 2 1
Wellington College and Girls' High School	758 15 3	262 7 6	3,998 11 8	..	58 18 3	44 12 3	537 9 9	576 19 4	111 12 11	..	605 2 0	60 12 8	..	7,010 1 7
Napier High Schools	..	94 17 5	1,755 4 0	..	22 18 0	350 16 9	237 12 9	372 7 9	..	2,650 0 0	..	..	778 3 0	6,261 19 8
Gasborne High School	95 6 5	0 10 0	..	..	..	93 6 0	..	18 19 8	..	..	1 6 3	..	12 3 8	390 8 7
Marlborough High School	..	..	283 6 8	..	..	..	50 0 5	1,040 7 10	60 1 6	..	..	24 3 8	1,019 3 11	2,477 4 0
Nelson College	..	354 15 1	2,493 15 0	2,187 3 7	60 12 11	755 15 8	288 12 8	559 6 2	1,403 0 3	2,700 0 0	..	54 14 0	..	10,857 15 4
Greyouth High School	..	5 10 0	..	..	..	..	..	0 10 0	..	..	..	..	..	..
Hokitika High School	..	11 2 0	..	..	..	..	..	14 9 6	..	..	..	200 0 0	996 6 6	1,202 6 6
Christchurch Boys' High School	49 13 3	209 15 11	3,870 0 8	..	27 11 10	29 12 2	136 5 10	163 13 9	129 1 5	..	200 0 0	60 0 0	1,518 3 6	1,643 15 0
Christchurch Girls' High School	..	116 2 9	1,496 19 0	..	29 12 0	249 16 8	68 15 10	30 3 3	..	..	..	19 4 0	..	2,010 13 6
Christ's College Grammar School	1,196 18 4	220 2 9	2,978 3 4	..	53 17 7	788 13 11	281 6 3	415 11 10	950 0 0	111 2 7	49 19 1	183 17 8	..	7,229 13 4
Rangiora High School	..	6 11 10	270 0 0	..	..	4 10 0	21 1 5	28 8 6	..	..	..	0 6 6	117 6 5	448 4 8
Akaroa High School	38 1 4	..	66 13 4	..	..	1 3 0	5 18 0	17 10 0	..	..	1 11 0	0 10 0	68 9 2	199 15 10
Asburton High School	88 19 11	35 15 4	570 0 0	..	..	5 9 11	40 17 10	217 0 4	..	..	15 1 0	20 17 0	989 1 4	3,982 9 3
Timaru High School	..	122 9 8	1,586 10 0	..	27 6 0	28 0 8	207 6 2	76 15 5	..	..	0 17 9	52 19 9	1,080 4 3	9,182 9 3
Waimate High School	..	20 13 0	..	..	14 14 0	87 7 0	5 5 4	..	..	..	0 7 6	111 18 8	1,102 8 11	1,342 14 5
Waikato High School	..	128 15 0	1,306 16 4	..	..	..	148 1 8	110 12 9	7 16 0	..	0 8 9	33 17 3	..	1,736 7 4
Otago High Schools	..	218 8 6	4,357 9 5	401 11 7	..	33 13 10	316 9 8	311 9 0	..	..	155 5 0	58 1 11	1,187 14 9	7,040 3 8
Southland High Schools	..	71 12 7	1,181 6 8	..	2 16 0	5 13 9	114 4 9	129 5 8	92 0 2	..	0 7 0	30 16 0	1,253 5 10	2,881 8 5
Totals	2,222 14 6	2,647 13 6	33,584 19 0	4,796 9 6	301 9 7	2,569 15 9	93,154 2 11	8,153 12 5	2,809 16 11	15,661 2 7	71,610 14 0	1,271 10 10	12,534 6 6	691,318 8 0

STAFF, ATTENDANCE, FEES, and SALARIES at certain SECONDARY SCHOOLS.

The income of these secondary schools for 1900 from school-fees, not including fees for board-  
ing, was £24,792 5s. 1d.; from rents and interest, £25,347 10s. 7d.; from endowments administered  
by the School Commissioners, £3,065 1s. 9d.

The total number of pupils on the rolls in the last term or quarter of the year was 1,788 boys  
and 1,004 girls.

Schools.	Staff.		Attendance for Last Term or Quarter of 1900.							Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.									
	Regular.	Visiting.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).	Average Attendance.	For Ordinary Day-school Course.		For Board, exclusive of Day-school Tuition.	Regular Staff.		Visiting Teachers.								
										£	s.	d.	£	s.	d.	£	s.	d.				
Auckland Grammar School	15	2	21	148	167	8	b.212 g.132	327	..	10	10	0	40	0	0	3,505	0	0	110	0	0	
Whangarei High School	3	..	2	17	12	..	b.16 g.15	29	..	8	8	0	..	..	..	308	19	0	..	..	..	
Thames High School ..	3	..	..	11	21	1	b.17 g.16	31	..	8	8	0	..	..	..	700	0	0	..	..	..	
New Plymouth High School	4	..	5	24	31	3	b.35 g.28	60	..	6	6	0	..	..	..	795	0	0	..	..	..	
Wanganui Collegiate School	9	1	2	65	122	16	b.205	199	147	12	0	0	45	0	0	b.1,650	0	0	Not fixed.	..	..	
Wanganui Girls' College	9	4	6	40	75	10	g.131	124	59	10	10	0	40	0	0	c.1,130	0	0	431	0	0	
Wellington College ..	12	..	7	76	193	6	b.282	268	70	13	4	0	42	0	0	2,970	0	0	..	..	..	
Wellington Girls' High School	5	..	5	15	56	6	g. 82	77	..	10	12	0	31	10	0	..	825	0	0	..	..	..
Napier Boys' High School	4	1	4	15	33	..	b. 52	51	20	9	9	0	40	0	0	d.875	0	0	30	0	0	
Napier Girls' High School	5	..	6	16	35	2	g. 59	55	9	9	9	0	40	0	0	780	0	0	..	..	..	
Marlborough High School	1	..	..	13	13	5	b.19 g.12	28	..	9	0	0	..	..	..	e.300	0	0	..	..	..	
Nelson College ..	6	f.3	6	30	65	10	b.111	110	51	10	10	0	40	0	0	g.1,330	0	0	Varies.	..	..	
Nelson Girls' College ..	5	f.2	7	19	68	8	g.102	93	29	10	10	0	40	0	0	h.705	0	0	40	0	0	
Christ's College Grammar School	11	4	37	98	72	2	b.209	204	54	14	3	6	45	0	0	i.2,940	0	0	244	7	6	
Christchurch Boys' High School	11	5	6	75	118	6	b.205	204	..	11	0	6	42	0	0	..	3,350	0	0	270	0	0
Christchurch Girls' High School	5	10	5	47	66	1	g.119	111	..	9	9	0	..	..	..	955	0	0	415	4	0	
Rangiora High School ..	2	..	3	14	10	..	b.20 g. 7	25	..	9	9	0	40	0	0	j.300	0	0	..	..	..	
Akaroa High School * ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Ashburton High School..	3	..	..	22	16	..	b.27 g.11	35	..	9	9	0	..	..	..	570	0	0	..	..	..	
Timaru Boys' High School	3	..	..	26	20	..	b. 46	44	..	10	0	0	..	..	..	865	0	0	35	0	0	
Timaru Girls' High School	13	3	..	18	32	4	g. 54	49	..	10	0	0	..	..	..	625	0	0	90	0	0	
Waitaki High Schools— Boys' ..	4	5	7	37	52	5	b.101	96	47	12	0	0	50	14	0	850	0	0	10	0	0	
Girls' ..	3	2	..	17	32	8	g. 57	51	..	6	0	0	32	2	0	..	405	0	0	35	0	0
Otago Boys' High School	m.9	1	2	79	102	6	b.189	180	14	12	0	0	43	10	0	*2,579	14	0	33	7	0	
Otago Girls' High School	m.n.12	2	2	34	82	25	g.143	139	15	10	0	0	40	0	0	o.1,723	12	8	Fees.	..	..	
Southland High School..	5	..	..	31	46	1	b.42 g.36	75	..	10	0	0	..	..	..	1,175	0	0	..	..	..	
Totals	..	153	45	133	987	1539	133	b.1788 g.1004	2,665	515	..	..	..	..	..	32,212	5	8	1,743	18	6	

\* Headmaster has residence.    b Headmaster receives no salary; seven masters board at the school.    c The lady principal receives £35 a year for each boarder; four teachers have residence.    d Headmaster has house; one assistant-master has residence; one board and residence.    e With house-allowance of £40.    f The staff of the School of Music also attend.    g Headmaster and three assistants have board and residence.    h Headmistress and three assistants have board and residence.    i Headmaster and five others have houses.    j Headmaster has residence and keeps boarders.    k Has not been in operation during the year 1900.    l There is also one part-time student teacher receiving free tuition.    m Two masters teach in both schools.    n Includes one part-time teacher.    o Lady principal and two assistants have board and residence.

The INSPECTOR-GENERAL OF SCHOOLS to the Hon. the MINISTER OF EDUCATION.

Hon. W. C. Walker, C.M.G.

As the pressure of other work in the Department has hindered me from visiting all of the secondary schools, it will probably be best that this report should consist of a few general observations and suggestions, which I am perforce warranted in applying directly only to the schools I have seen, but which in all probability have a somewhat similar application in regard to the others.

I may say at the outset that in none of the schools are there lacking signs of earnest, steady work being done by staff and pupils. There is not among all our secondary schools a single one that cannot be fairly called efficient. Whether the efforts of those who control them are always wisely directed is, I think, more open to question. There is doubtless at the present time a distinct desire among our secondary school masters and mistresses to take part in the onward movement—in the rationalising of the curriculum and in the improvement of methods of teaching—now so evident in connection with secondary education in other parts of the world. It was said by an eminent headmaster a few years ago that during the last twenty-five years a greater change had taken place in education than in the two hundred years before, and he was bold enough to prophesy a still greater change during the next quarter of a century. If this be the case, and if we in New Zealand are to move with the times, I venture to say that not only must we be prepared to have our minds open for new ideas, but that we must also be ready for the expenditure of a considerable amount of thought and steady hard work in order to secure the highest benefits to be derived from an enlightened policy without dislocating, so to speak, the machinery by which that policy is to be brought about. But few principals of schools have the opportunity of visiting Europe and America (it would be a good thing if every one of them could do so periodically); consequently, the chief information in regard to new ideas has to be gained from books and periodicals dealing with educational matters. In this connection, regret may be expressed that so many on the staffs of our secondary schools have received little or no training as teachers before being called upon to teach in the schools. It is hoped that through the establishment of colonial training colleges this defect may disappear at no distant date.

It is not to be inferred from what has been said above that our system of secondary education should be a slavish imitation of that in vogue in England, or Scotland, or Germany, or in any other part of the world. In fact, I venture to assert that many of the defects (or what appear to me to be defects) still observable have sprung from following too closely the methods of older countries bequeathed to us by our fathers.

The average time spent by a boy or girl at a secondary school in New Zealand does not, probably, exceed two and a half years, and the majority who enter such schools do not stay more than two years. Under these circumstances it appears to be a mistake to attempt to teach them two foreign languages; in most schools, however, Latin and French are both included in the curriculum of a large proportion of the pupils, who in their short school life can acquire but the merest smattering of either language. It is, in fact, a most wasteful process: it is not so much that the work is altogether useless as that with the same expenditure of time and trouble much more valuable work could be done. I therefore suggest, for the thoughtful consideration of those who direct our secondary schools, that it would be far more profitable to try to teach five-sixths of the pupils therein one foreign language only, and to endeavour to bring that language to a *paying* point, than to teach two languages in a necessarily altogether incomplete manner. The paying point of any subject is reached, I take it, when that subject exercises a permanent and well-marked influence upon the thought or intellectual powers of the pupil; and, albeit it is rather difficult to measure anything apparently so vague as the influence of special studies upon mental development, yet I should define the paying point of a language, from the teacher's point of view, as that at which the pupil becomes capable, within the limits of the vocabulary he has acquired, of using it as a language—viz., for speaking, reading, or writing, or for more than one of these purposes.

The proposition I have enunciated seems clear enough to my mind; but it is equally clear to me that, if we are to teach one foreign language only, that language should be a modern one. As a mental discipline a modern language is quite as valuable, in my opinion, as a dead language. I do not expect—yet, at all events—to carry all secondary school teachers with me in this conclusion; but I feel that in stating it I am in very good company, for within the last year or two there have been unmistakable utterances to the same effect of several whose names are well known. I need mention only three: Dr. Weldon, formerly Senior Classic and Fellow of King's College, Cambridge, afterwards Headmaster of Harrow, and now Bishop of Calcutta; Sir R. C. Jebb, Professor of Greek at Cambridge, and M.P. for the University; and Lord Rosebery. I will quote a few sentences from an address given by the first of these to the members of the Modern Language Association:—

I am one of those who have, upon the whole, been unable to realise the important distinction which is made between the classical and the modern languages as educational instruments. . . . I have tried to teach French and German at various times, and the one result of my teaching has been to convince me that the statement which I made to you, that there is no inherent difference between ancient and modern languages, is a true one. . . . I hope that the time is not far distant when the universities of this land will afford to modern languages something like the same welcome and the same encouragement that they afford at present to the ancient classical languages. After all, the schools which I may claim in some slight measure to represent are, in a sense, the handmaids of the university; and I believe I can assure you—I do not dare to say in the name of all public-school masters, because all public-school masters never agree upon anything, but a considerable number of the most thoughtful of public-school masters—that, whenever the universities shall open their gates freely and fully to students of modern languages, and put them on an equality with the students of the ancient languages, we whose occupation is to teach the young will be ready and even eager for the change.—  
(*Journal of Education*, January, 1899.)

In January of the present year, before the Modern Languages Association, Sir Richard Jebb declared his opinion that "the advocates of modern languages could boldly affirm that they were worthy to be studied as instruments of the highest intellectual culture."

Again, "The School World" of January, 1901, contains the following paragraph among its items of interest:—

Lord Rosebery's notable address to the students of Glasgow University should aid very materially in placing modern languages in a position of equality with the classics. The Modern Languages Association has been hammering away at this subject with a persistency worthy of the importunate widow, but with very little of her success. It is, however, an incalculable gain when a Lord Rector declares from a university platform, with the almost unanimous approval of the whole Press of the country, "That there is required, on the part of the educational authorities, an admission that a man may be an educated and a cultured gentleman, although he has not seriously studied Latin and Greek, and that France and Germany possess invaluable literatures, with the advantage that they are in languages which are living and not dead."

The advantage of a modern language over an ancient language in our New Zealand secondary schools is all the greater by reason of a fact already referred to—namely, that of the shortness of the time spent by most boys or girls in secondary work, inasmuch as a modern language is by its very nature nearer in vocabulary and thought to the mother-tongue, and the pupil has therefore all the more chance of making actual use of it in some way, or, as I have already expressed it, of bringing it to the paying point.

Far be it from me to undervalue the mental discipline and culture of which Latin and Greek have been, and are still, often made the vehicles. In the past the classics were the best taught subjects in the secondary school course; the best teachers concentrated their efforts upon the improvement of the methods used in teaching them, with the natural result that boys, and sometimes girls, received thereby a real education. But with the improvement of methods of teaching generally in all subjects, the question of ancient or modern languages comes up afresh for solution. Further, what I have said as to the expediency of teaching Latin does not apply to the same extent in the case of those who stay longer at the secondary schools and afterwards go to the university with the intention of studying languages thereat.

In several schools the new or "natural" method of teaching languages is being gradually adopted in one or other of its forms; and the change seems generally to have been attended with success. In most schools, however, the language-teaching consists to a very large extent of the dry bones of grammar, and of detached sentences based on grammar rules: the consequence is that the total amount of time spent on grammar (English, Latin, and French) is abnormally large, and the results are by no means commensurate therewith. I fear that I fail altogether to see any virtue in mere gerund-grinding; and the fallacy that pupils acquire a knowledge or appreciation of the literature of the languages they learn needs only to be mentioned in order to become manifest. If grammar occupied a less prominent place in the teaching of language, and if it were taught step by step from the reading lesson or conversation lesson, there would be more chance for the pupil to derive from his language lesson—it may be to a large extent unconsciously—the real benefit it can in a short time confer by the influence upon his thought of the constant variation of the mode of expression of ideas. As a matter of fact, whatever method of teaching languages be adopted, a period of two or three years does not give an opportunity of learning the literatures through the medium of the languages themselves. The only means of supplying a serious gap in our present system, and of giving our boys and girls some knowledge of the world's literature outside of English literature, is by means of good translations—a method already partly employed in one or two schools to great advantage. A redeeming feature I am glad to note is that in most schools English is well taught, and in several is treated in an excellent manner.

I have written so much in regard to language-teaching that my remarks on other subjects of the secondary school course must necessarily be brief. I would suggest a more general adoption of more concrete methods in the teaching of mathematics, especially of geometry, and, if we are still to be condemned to use Euclid, then by all means let us have a far freer use of that esteemed classic than is customary; let every important proposition be applied not only to the solution of riders, but to the purposes of practical measurement. Neither should it be possible for any one who has learnt geometry to leave school in ignorance of the fundamental properties of the circle, of similar figures, or of solids, merely because these subjects happen to be treated of in portions of Euclid not read in his form. It would be unfair to overlook the fact that, either directly or indirectly, many teachers constantly endeavour to supply the omissions entailed by too rigid an adherence to the methods in vogue.

There are some schools in which science is really well taught; but I should hardly be warranted in making that statement in regard to the majority of the science classes in the secondary schools of the colony. I wish to refrain from stating too dogmatically or in too sweeping a manner my own opinion; but I distrust almost instinctively any so-called teaching of science that does not consist in a very large degree of experiments performed by pupils individually with their own hands, or of measurements made by them, or of observations actually made with their own eyes of the facts or phenomena of nature. Scientific information got from a book or from a teacher may have its uses, but it does not give direct scientific training, or the particular kind of mental culture that really scientific work confers upon the faithful student.

The introduction of manual work in some form or other, not as a separate subject, but in such a way as to have a true relation to or co-ordination with the other subjects of the curriculum, has had a markedly beneficial effect in the schools in which it has been introduced; and I am convinced its influence is only just beginning.

My remarks upon the defects to be observed in much of the teaching now seen in the schools must not be taken as a sign that I underrate the mental value and (what is of vast importance) the moral value of the earnest efforts put forth from day to day by teachers; nevertheless, it would be idle to omit to point out that the whole of our secondary education would be far more

useful to the State if it were more natural, more practical, and less abstract than it is at present, and to express my conviction that the time has come when all concerned should seriously consider the expediency of recasting, not hurriedly or inadvisedly, but after due discussion and deliberation, the whole framework of our higher education.

I do not fear that we shall lose anything by bringing education into closer relation with the every-day experience of the pupils; for it has always seemed to me a fallacy to suppose that remoteness from the common facts of life constitutes an essential element in true culture.

I would give utterance to one further note of warning, and it relates to a matter that somewhat affects my remarks upon the instruction given in various branches of the school course. The secondary school programmes are framed to a large extent so as to lead up to the matriculation and junior scholarship examinations of the University, and yet not one boy or girl in twenty does or can go to the University. I leave the corollary to be deduced.

At the end of 1900 there were 2,792 pupils enrolled in the public secondary schools of the colony. Besides these, some—it is difficult to say how many—are receiving secondary instruction in denominational and other private secondary schools. There are doubtless many others who might be willing to receive secondary instruction if they had the opportunity of doing so. The grants made to Education Boards on account of pupils at district high schools enable the Boards to give free secondary instruction in such schools to those who have passed Standard VI. This meets the wants of those living in or near places where it would not be expedient to establish fully equipped high schools, but where there are sufficient secondary pupils to form one or more classes for secondary instruction. It would not be desirable to establish district high schools in towns that have already high schools proper, as such a policy would entail unnecessary and expensive overlapping. But, in order to insure to boys and girls in such places equal opportunity with those in places where district high schools are established, it would be necessary either to extend the present system of scholarships or to offer an increased number of *free places* in secondary schools to qualified candidates from primary schools, the latter being the less expensive method. These free places, or exhibitions, need not be open on quite such easy terms as the free places offered in district high schools, for in the larger towns continuation classes and technical classes will for some time to come be probably more generally established than in the smaller towns, and these must be considered as forming part of the machinery of secondary education, inasmuch as, if the question be looked at in a broad light, no real distinction can be drawn between secondary and technical education. There still remain those deserving pupils who live in places where neither high schools proper nor district high schools exist. To the best of them free places in the high schools would be open on the same terms as to those residing in the towns, and, if scholarships could be provided for them sufficient to meet the cost of board and lodging, they would be able to take advantage of such free places. The others could take some secondary work in Standard VII., and it is hoped that before long there will be very few places, even in the country, where continuation classes and classes for technical instruction suited to the wants of the several districts will not be found.

At present there are about 350 scholarships given by the Education Boards of the colony, about 130 of which are probably sufficient to provide board and lodging, and may be regarded as country scholarships, the remaining 220 being more likely to be held by those children living in or near towns. The governing bodies of the various secondary schools give free education to 326 boys and girls, 279 of whom are not holders of Education Board scholarships. Out of these 279, 43 receive money in addition to free education, the amounts given being in 11 cases sufficient for board and lodging. Moreover, in some districts scholarships, some for country and some for town children, are offered by the School Commissioners. The existing provision, therefore, apart from district high schools, allows for the granting of free secondary education to about 650 children from primary schools—namely, about 500 from the towns and 150 from the country. The district high schools provide free secondary education up to a fair standard for about 600 more, and it is probable that in a few years this figure will be increased by at least 50 per cent.

Now, we find from returns recently collected by the Department that each year there are in public schools within reach of secondary schools about 2,200 children qualifying for some degree of free secondary education, if we may take the passing of Standard VI. under the age of 14 as roughly indicating such a qualification; but from the same returns it has been gathered that only about half of these children would in any case attend a secondary school; in other words, provision would not require to be made for more than, say, 1,100 boys and girls within reach of secondary schools. It would probably not be drawing the line too strictly if free tuition were offered only to those who had passed Standard VI. with distinction—*i.e.*, in all subjects, and were not over 13½ on the 31st December of the year in which they passed. About 350 per annum would be so qualified. The supply of 350 candidates per annum qualified for free secondary instruction, if each free place or exhibition were tenable for two years, would imply 700 free places open at any given time in the secondary schools to those whose homes are within reach of such schools. Of children in country schools, hardly more than 150 per annum, in addition to those attending district high schools, would be likely to qualify and be willing to attend a secondary school; 300 free places would therefore be required for country children. Now, if no fees were charged to qualified children, and free railway tickets were issued to those country children who could reach a secondary school by rail, almost the whole of the present scholarship grant would be set free for boarding scholarships for other country children; this would give, say, 125 to 140 country scholarships, each tenable for two years, or 250 to 280 scholarships current at any given time, an arrangement which would very nearly provide for the 300 country children just referred to.

We may say, then, that in all 950 to 1,000 free places would have to be provided. The secondary schools are already giving free education to 326 children, or about one-third of the number qualified under the test set up.

If it were desired to go further, another 500 pupils per annum, who fell somewhat short of the suggested test, might be admitted at half fees.

To complete the scheme it would be necessary to give continuation scholarships or exhibitions—say, 200 each year, or 400 in all—in order that the best boys and girls might remain at a secondary school for four years, or even longer.

I should like to point out here that by falling a little short of the test a child loses not the whole value of an exhibition, but only one-half; also, that the tests are qualifying tests, not competitive tests, and that no child need be excluded by another who happens to get a mark or two more in a given examination.

It remains to be considered how the money should be provided to pay the additional staff required in the secondary schools, and whether the increase of free places would seriously affect the number of pupils who pay fees.

Both questions, I consider, can be answered in a satisfactory manner, but their discussion would involve a long examination of details otherwise uninteresting. It may be enough to remark that at present in our smaller secondary schools there is a great waste of teaching-power, and when this is taken into account the extra staff would be found to involve a very moderate increase in the expenditure of the secondary schools.

There is a certain element of doubt about the effect of the suggestions upon the income derived by the secondary schools from fees. I do not believe from past experience that the loss would be very great; in fact, I am inclined to think there would be no appreciable decrease in the income from fees.

To sum up, the scheme suggested would give,—

- (1.) Free secondary education to 1,000 boys and girls (500 per annum).
- (2.) Secondary education on payment of half fees to 1,000 boys and girls (500 per annum).
- (3.) Continuation exhibitions to boys or girls selected by further test from those who have been in (1) or (2); 400 boys and girls (200 per annum).
- (4.) Boarding scholarships for 300 (150 per annum) in (1) and (3).
- (5.) A degree of free secondary education to 700 boys and girls in district high schools.

(5) has already been adopted.

It is not, I consider, a disadvantage that the scheme could be introduced a step at a time. I am indebted for the idea to the Paris Scheme of Municipal Bursaries, which has been, I believe, for many years in successful operation; the details, however, are my own.

All the above figures are necessarily rough, but some of the most important are founded on returns recently sent in to the Department by the Boards of Education, who are to be thanked for the inquiries made by them and generally for the care exercised in drawing up the returns.

As increased facilities are being given for technical instruction the demand for secondary education other than technical will necessarily be kept from growing too rapidly beyond the bounds of such a reasonable expenditure as I have indicated above.

Education Department, Wellington,  
30th October, 1901.

G. HOGBEN.





*John Williamson Scholarship Trust Account.**Capital Account.*

	£	s.	d.		£	s.	d.
Balance .. .. .	1,300	0	0	Public buildings debentures .. ..	400	0	0
				Auckland Gas Company shares .. ..	200	0	0
				Property, Symonds Street .. ..	700	0	0
	<u>£1,300</u>	<u>0</u>	<u>0</u>		<u>£1,300</u>	<u>0</u>	<u>0</u>

<i>Income.</i>			<i>Expenditure.</i>				
	£	s.	d.		£	s.	d.
Balance 1st January, 1900 .. ..	27	17	2	Tuition of three senior and five junior scholars	23	9	0
Rent .. .. .	57	0	0	Tuition of five senior and three junior scholars	48	6	0
Interest on debentures (Public Trustee)	28	0	0	City rates .. .. .	5	11	8
Dividend, Auckland Gas Company ..	15	0	0	Balance, 31st December, 1900 .. ..	50	10	6
	<u>£127</u>	<u>17</u>	<u>2</u>		<u>£127</u>	<u>17</u>	<u>2</u>

*Girls' High School Scholarship Trust Account.*

<i>Income.</i>			<i>Expenditure.</i>				
	£	s.	d.		£	s.	d.
Balance, 1st January, 1900 .. ..	76	15	0	Eight scholarships at £20 a year ..	160	0	0
Grant from Auckland Education Board	130	0	0	Commission to Bank of New Zealand	0	10	0
	<u>£206</u>	<u>15</u>	<u>0</u>	Balance, 31st December, 1900 .. ..	46	5	0
					<u>£206</u>	<u>15</u>	<u>0</u>

## 3. WORK OF THE HIGHEST AND LOWEST CLASSES.

*Boys' School.*

*Highest.*—Latin—Revised Latin Primer; Stedman's Latin Grammar Papers; North and Hillard's Latin Prose; Sargeant's Passages for Latin Prose; Tod and Longworth's Latin Unseens; Cicero, In Verrem I., Pro Archiâ, Pro Lege Maniliâ; Horace, Odes, I.; Virgil, Georgics, III. and IV.; Tacitus, Germania; Smith's Smaller History of Rome. English—Nesfield's English Grammar, Past and Present; Nichol's Primer of Composition, with Exercises; Milton, Samson Agonistes; De Quincey, Confessions, &c.; Chaucer, Prologue, Squieres Tale, Man of Lawes Tale. French—Wellington College French Grammar; Chardenal's Advanced Exercises; Loti, Pêcheur d'Islande; Hamonet's Selections. Mathematics—Arithmetic; Hall and Knight's Algebra; Jones and Cheyne's Algebraical Exercises; Euclid, Books I. to VI.; Hall and Knight's Trigonometry; Ward's Trigonometrical Exercises. Science—Silvanus Thompson's Electricity and Magnetism; Roscoe's Chemistry; Tilden's Practical Chemistry.

*Lowest.*—English—Mason's First Notions of English Grammar; Longmans' Readers; Southern Cross Geography, IV.; Blackwood's Historical Readers; Chardenal's First French Course; Longmans' Shilling Arithmetic; Elementary Geometrical Drawing.

*Girls' School.*

*Highest.*—In Latin, French, English, and mathematics the same work is undertaken as on the boys' side. Science: Botany—Miss Aitken's. Mechanics—Jessop's Applied Mathematics.

*Lowest.*—The work is the same as on the boys' side, except that freehand is substituted for geometrical drawing.

## 4. ARRANGEMENTS FOR DRAWING; MANUAL, COMMERCIAL, AND TECHNICAL INSTRUCTION; GYMNASISTICS, DRILL, SWIMMING, ETC.

Book-keeping and Shorthand are taken by many of the boys, in some forms instead of, in others in addition to Latin. There is a class for shorthand on the girls' side. Mechanical drawing: The course in this subject includes plane and solid geometry, followed by working-drawings from actual machinery. Freehand drawing includes outline from the flat and from model; shading, ditto; drawing and shading from the antique; and, to advanced pupils, still-life in oil and water-colour. Workshop: Instruction and practice are given in carpentry, joinery, and turning, by Mr. Trevithick, in the school workshop. The classes meet in the luncheon-hour and after afternoon school. The only charge is the actual value of timber used. There is a class in wood-carving on the girls' side. Drill and gymnastics: The gymnasium is complete with all the latest improvements, and is under the direction of Mr. Carrollo. On the girls' side, drill is held during school-hours, and is compulsory except in the case of those specially exempted; gymnastic exercises are taught out of school-hours, and are optional. Swimming sports are held on both the boys' and girls' sides in the first term of the year, the fund for prizes being subsidised by the Board of Governors.







### 3. ARRANGEMENTS FOR DRAWING; MANUAL, COMMERCIAL, AND TECHNICAL INSTRUCTION; GYMNASTICS, DRILL, SWIMMING, ETC.

Drawing: There is a special room for drawing and painting, fitted up with casts, examples, and all the necessary apparatus. The drawing is taught by a master and an assistant mistress. Gymnastics: These are taught by a special lady expert, and the gymnasium is one of the best in the colony, being provided with all the necessary appliances. Drill is taught by the same lady. Swimming: There is not any swimming bath in the grounds, but the pupils regularly attend at the public baths, at hours set apart for them, and are taught swimming.

### 4. SCHOLARSHIPS.

The Board of Governors give free tuition to six scholars and one "continuation" scholar. Nine scholarships given by the Board of Education are held at the school, six of which are supplemented by the Governors by giving free tuition to the holders.

## WANGANUI COLLEGIATE SCHOOL.

### Staff.

Mr. W. Empson, B.A.; Mr. F. G. Shields, M.A.; Rev. T. M. Marshall, M.A.; Mr. J. R. Orford, M.A.; Mr. H. B. Watson, M.A.; Mr. E. G. Atkinson, M.A.; Mr. E. W. Andrews; Mr. J. Harold; Mr. R. Dunn; Mr. W. B. Taylor, M.A.

### 1. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1900.

<i>Receipts.</i>		£ s. d.	<i>Expenditure.</i>		£ s. d.
Balance .. ..	.. ..	42 8 7	Office salaries .. ..	.. ..	69 2 9
Income from reserves .. ..	.. ..	907 12 0	Other expenses of management .. ..	.. ..	5 0 0
Lease fees, insurances, &c. .. ..	.. ..	20 1 6	Printing, stationery, and advertising .. ..	.. ..	20 0 9
			Site and buildings .. ..	.. ..	557 19 6
			Fencing, repairs, &c. .. ..	.. ..	72 5 5
			Rents, insurance, and taxes .. ..	.. ..	122 8 0
			Interest .. ..	.. ..	70 1 6
			Lease fees .. ..	.. ..	11 15 0
			Trustees' agent, expenses .. ..	.. ..	3 3 6
			Audit .. ..	.. ..	2 2 0
			Balance .. ..	.. ..	36 3 8
		£970 2 1			£970 2 1

ED. N. LIFFITON, Treasurer.

Examined and found correct.—A. C. RITCHIE.—12th January, 1901.

### 2. WORK OF THE HIGHEST AND LOWEST CLASSES.

*Highest.*—The work done in this division is based on the requirements for Junior Scholarships.

*Lowest.*—English history, geography, grammar, Latin, arithmetic, divinity, drawing, reading.

### 3. ARRANGEMENTS FOR DRAWING; MANUAL, COMMERCIAL, AND TECHNICAL INSTRUCTION; GYMNASTICS, DRILL, SWIMMING, ETC.

Drawing is taught up to the Fourth Form as a regular part of the school course. In the workshop regular instruction is given on payment of a fee of 5s. per term to defray cost of tools, &c. Gymnastics are taught on the Sandow system: time, half an hour a day for each boy. There are two companies in the cadet corps commanded entirely by the boys. The whole school is drilled twice a week. There is a large swimming bath in the grounds, and beginners are taught to swim. Some form of exercise is compulsory every day. Bookkeeping and shorthand are also taught.

### 4. SCHOLARSHIPS.

Eight Education Board scholarships were held at the school. The headmaster gave free tuition to twenty-five scholars, one of whom was also holder of an Education Board scholarship.

## WELLINGTON COLLEGE AND GIRLS' HIGH SCHOOL.

### Staff.

*College.*—Mr. J. P. Firth; Mr. A. Heine, B.A.; Mr. J. Bee, M.A.; Mr. W. F. Ward, M.A.; Mr. A. C. Gifford, M.A.; Mr. G. G. S. Robison, M.A.; Mr. A. D. Wilkinson, M.A.; Mr. P. G. Hutchinson, F.I.A. (N.Z.); Mr. T. Brodie, B.A.; Mr. C. W. J. Maclaverty, B.A.; Mr. T. Jordan, B.A.; Mr. F. Renner, M.A.

*Girls' High School.*—Miss M. McLean, M.A.; Miss M. Morrah, M.A.; Miss I. Ecclesfield, M.A.; Miss W. Fraser, B.A.; Miss M. K. Wilson, B.A.

### 1. REPORT OF THE BOARD.

The Board of Governors have to report that the Wellington College continues to do good work, and the attendance keeps up, though, in consequence of insufficient boarding accommodation, pupils have been refused. At the recent University examinations two pupils gained University scholarships, two appeared in the credit list in the Junior Scholarships examination, three passed the Medical Preliminary and twenty-three the Matriculation examinations, besides which twelve passed the Junior Civil Service examination. The question of providing further accommodation









## MARLBOROUGH HIGH SCHOOL.

Mr. John D. Innes, M.A., LL.D., Master.

## I. REPORT OF THE GOVERNORS.

The first meeting of the Governors was fixed by the Education Board, as provided by "The Marlborough High School Act, 1899," for the 13th November, when Mr. A. P. Seymour was chosen as chairman. The first business transacted was to arrange for the purchase of a suitable site upon which to erect the buildings, and, after carefully considering the merits of the several sites offered, it was resolved to purchase 3 acres in Stephenson Street, for £500; and the late Mr. T. Carter was kind enough to give 3 acres adjoining the block purchased, together with a cash donation of £50, on the condition that the net income of the same should be devoted towards the foundation of a scholarship in connection with the High School. This scholarship will be called the Carter scholarship. Plans of the proposed building were submitted for the approval of the Minister, and, after modification to meet his wishes, tenders were invited for the erection of one portion of the complete plan, comprising three class-rooms, with two private studies for the teachers.

In order that no time might be lost, it was resolved to invite applications for the position of principal at a salary of £300, with a rent-allowance of £40 a year until a residence is provided, and to rent temporary premises in which to carry on the teaching until the High School building should be ready for occupation. A large number of applications from persons of undoubted ability were received, and, assisted by the advice of the Inspector-General and Sir Robert Stout, the choice of the Governors fell upon John Innes, Esq., M.A., LL.D., for many years assistant teacher in the Wellington Girls' High School, and the work of teaching commenced in the temporary premises with twenty-six scholars.

The foundation-stone of the new building was laid on the 22nd September.

It was decided for the future to assimilate the periods of teaching to those usual in similar institutions by having three terms in the year, instead of four quarters, and in view of the increasing attendance the Governors resolved to invite applications for the position of lady assistant at a salary of £100, and the Governors selected Miss Alice Downes, B.A., who entered upon her duties on the reopening of the school in the new building at the beginning of the present year, when the number of scholars had increased to fifty-two (including ten scholarship-holders).

The cost of purchasing the site, and the erection of the buildings and necessary offices, improving the grounds, and other unavoidable expenditure, including furniture, has exceeded the grant made by Government for the same by about £183, and the Governors hope that, in view of the decided success of the institution at even this early stage, they may receive some additional assistance to liquidate their liabilities on this account. The Governors feel sure that the prosperity and usefulness of the school would be greatly enhanced if they were in a position to build a suitable residence on the grounds for the principal, with some additional accommodation for boarders; and they hope that some means may be found of obtaining an advance, by way of loan or otherwise, for this purpose.

A. P. SEYMOUR, Chairman.

## 2. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st December, 1900.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Grant from vote of the General Assembly	1,800	0 0	Teachers' salaries and allowances	283	6 8
Paid by School Commissioners	412	0 0	Printing, stationery, and advertising	31	0 5
School fees	181	4 0	Site and buildings	950	0 0
Donations	50	0 0	Rent of temporary school	19	0 0
Rent	8	0 0	Expense of foundation-stone	14	6 6
Deposit on contract	25	0 0	Custodian's wages	19	0 0
Interest, on fixed deposit	1	0 0	Furniture	76	1 4
			Architect and plans	56	5 0
			Survey	1	11 6
			Deeds registration	2	5 0
			Miscellaneous	5	3 8
			Balance	1,019	3 11
	£2,477	4 0		£2,477	4 0

A. P. SEYMOUR, Chairman.

JOHN SMITH, Secretary and Treasurer.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

## 3. WORK OF THE HIGHEST AND LOWEST CLASSES.

*Highest.*—English—Grammar; Nesfield's accidence, and syntax; composition, oral lessons and practice; literature, oral lessons, and special study of Shakespeare's Julius Cæsar. English History—Gardiner's Outlines. Geography—Zealandia series, Parts IV., V., VI. Botany—Oral lessons. Physiology—Murché's. Arithmetic—Pendlebury. Euclid—Books I. and II. Algebra—Simple equations, as for Matriculation. Trigonometry—Elementary. Latin—Via Latina, whole. French—Chardenal, First Course.

*Lowest.*—Grammar—Nesfield, adapted to the standards. Composition—Reproduction of stories read. Poetry—Committed to memory. History—Gardiner's Outlines. Geography—Zealandia, Part IV. Botany—Elementary. Arithmetic—To decimals. Euclid—Book I., to proposition 26. French—Chardenal, First Course (French to English only). Latin—Declensions and verbs; easy and sentences.

## NELSON COLLEGE.

*Staff.*

*Boys' College.*—Mr. W. S. Littlejohn, M.A.; Mr. T. A. H. Wing, M.A.; Mr. James Drummond, M.A.; Mr. E. F. W. Cooke; Mr. G. T. Palmer, M.A.; Mr. E. J. Parr, M.A.; Rev. E. C. Isaac; Mr. W. J. Marris; Miss Sealy; the staff of the Nelson School of Music.

*Girls' College.*—Miss E. C. Tendall, M.A.; Miss E. Gribben, B.A.; Miss E. H. Pearce, M.A.; Miss E. Graham, B.A.; Miss M. N. Gellatly, M.A.; Mrs. E. F. W. Cooke; Miss Huddleston; the staff of the Nelson School of Music.

## 1. REPORT OF THE GOVERNORS.

It is with much regret that the Governors have to record the death of Mr. Joshua Bird, who has been a member of the Council for many years, and also of Mr. Francis Hamilton, who was recently appointed a Governor. During the year the term of office of Mr. J. Graham, M.H.R., and Mr. G. A. Harkness, M.A., expired. His Excellency the Governor, as Visitor, has reappointed them for a further term.

The enlargements of both Colleges, commenced during 1899, have been completed. The buildings are in every way well adapted for their purpose, the result of the alterations being highly satisfactory.

*Boys' College.*

The dormitories have been renovated and refurnished, and the new dining-hall, kitchens, and bathrooms have been arranged on the most approved plans. The attendance of pupils continues to increase, the number of boarders having quite overtaken the extra accommodation provided at the commencement of the year.

During the year not a few distinctions have been gained by old collegians. Mr. H. Gibbs has attained the honour of becoming a Fellow of the Royal College of Surgeons. Mr. J. Glasgow and Mr. E. F. Johansen, M.A., completed their degree of LL.B. At the Auckland University College, Mr. A. R. Crump was awarded the Grey Scholarship of £50, for excellence in mathematics and science. Mr. J. Graham and Mr. F. Stuckey have passed the B.A. degree. Mr. E. K. Mules received the premium for history and political economy. Twenty-four old College boys have gone to South Africa to fight for the Empire. Nine of these are officers, and Captain Chaytor, in particular, has been mentioned for distinguished service. Two of their number—Gunner J. Moeller and Trooper Poole—have laid down their lives, and their old schoolfellows have erected a brass tablet to their memory.

Of present boys one has passed the second section of the LL.B. degree, and five have passed the terms examination of the Victoria College. At the December examinations of the New Zealand University, one boy gained a Junior Scholarship, two passed "with credit," while thirteen others matriculated. Several of the boys also entered for the Junior and Senior Civil Service examinations, but the results have not yet been published.

*Girls' College.*

Further extensions and improvements have been effected in dining-hall, kitchen, and bathrooms. The number on the school-roll continues to increase steadily. Two girls kept their first year terms; two passed the Junior Civil Service. One has passed the Medical Preliminary examination, while six have matriculated. Twelve girls passed the examination of the Associated Board (Royal College and Academy of Music), London, in the recent Musical examinations. Between fifty and sixty girls attended the classes in cookery held during the midwinter term.

## STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ended 31st December, 1900.

				<i>Endowment Account.</i>								
				<i>Receipts.</i>		<i>Expenditure.</i>						
				£	s.	d.	£	s.	d.			
Rents	..	..	..	935	10	0	Rates and taxes	..	..	14	12	11
Interests	..	..	..	472	12	4	Insurance	..	..	8	17	9
School Commissioners' subsidy	..	..	..	112	10	0	Printing and advertising	..	..	9	15	6
Sundries	..	..	..	41	7	2	Stationery	..	..	5	1	7
							Governors' and auditors' fees	..	..	34	11	8
							Office rent, cleaning, and gas	..	..	42	0	7
							Secretary	..	..	56	4	6
							Petty cash, postages, and sundries	..	..	49	10	1
							Furniture	..	..	2	2	0
				<i>Boys' College.</i>								
Boarding fees	..	..	..	2,093	16	4	House expenses	..	..	1,310	7	6
Tuition	..	..	..	1,360	2	4	Tuition expenses	..	..	1,496	18	4
							Scholarships—					
							Foundation	..	..	60	0	0
							Endowed	..	..	144	0	0
							Free tuition	..	..	209	0	0
							Governors', examiners', and auditors' fees	..	..	66	14	2
							Stationery and prizes	..	..	82	1	7
							Printing and advertising	..	..	27	5	9
							Gas	..	..	59	2	10
							Rates and taxes	..	..	15	0	0
							Insurance	..	..	39	12	8
							Repairs	..	..	76	18	2
							Furniture	..	..	256	19	6
							Subscriptions to sports and magazines	..	..	35	5	0
							Secretary	..	..	56	5	3
							Sundries	..	..	5	11	0



## 5. SCHOLARSHIPS.

*Boys' College.*

Free tuition was given by the Governors to eleven scholars, and also to six others who were holders of money scholarships in addition—three given by the Nelson Education Board, one by the Marlborough Board, one by the Principal of the College, and one foundation scholarship. The following were also held at the College: Seven given by the Governors, and one foundation.

*Girls' College.*

The scholarships held were—one foundation, two provided by the Governors' fees, fourteen by the College Governors, and four by the Nelson Education Board. Free tuition was provided by the School Commissioners for six, and the Marlborough Education Board gave the boarding fees and the College Governors the tuition for three more.

## GREYMOUTH HIGH SCHOOL.

## GENERAL STATEMENT of ACCOUNTS for the Year ended 31st December, 1900.

<i>Receipts.</i>		£ s. d.	<i>Expenditure.</i>		£ s. d.
Balance .. .. .	..	513 16 6	Grant, Grey Education Board ..	..	200 0 0
Interest .. .. .	..	30 6 0	Secretary's salary .. .. .	..	5 0 0
Rent .. .. .	..	8 4 0	Bank commission .. .. .	..	0 10 0
Grant, Westland School Commissioners ..	..	200 0 0	Insurance .. .. .	..	0 10 0
Government grant .. .. .	..	200 0 0	Balance .. .. .	..	996 6 6
Loan repaid .. .. .	..	250 0 0			
		<u>£1,202 6 6</u>			<u>£1,202 6 6</u>

F. W. RIEMENSCHNEIDER, Secretary.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

## HOKITIKA HIGH SCHOOL.

## GENERAL STATEMENT of ACCOUNTS for the Year ended 31st December, 1900.

<i>Receipts.</i>		£ s. d.	<i>Expenditure</i>		£ s. d.
Balance .. .. .	..	1,353 0 0	Salary of Secretary .. .. .	..	10 10 0
Interest on fixed deposits .. .. .	..	34 10 0	Other office expenses .. .. .	..	0 12 0
Paid by School Commissioners .. .. .	..	200 0 0	Grant to Westland Education Board ..	..	100 0 0
Rent of house and grounds .. .. .	..	56 5 0	Gravelling, &c., grounds, and furniture ..	..	11 17 6
			Insurance of building .. .. .	..	2 12 0
			Balance .. .. .	..	1,518 3 6
		<u>£1,643 15 0</u>			<u>£1,643 15 0</u>

JOHN McWHIRTIR, Chairman.  
CHAS. KIRK, Secretary.

## CHRISTCHURCH BOYS' HIGH SCHOOL.

*Staff.*

Mr. C. E. Bevan-Brown, M.A.; Mr. B. K. S. Lawrence, B.A.; Mr. W. Walton, B.A.; Mr. R. M. Laing, M.A., B.Sc.; Mr. R. Speight, M.A., B.Sc.; Mr. O. T. J. Alpers, M.A.; Mr. A. Merton; Mr. T. H. Jackson, B.A.; Mr. J. H. Smith, M.A.; Mr. T. W. Cane, M.A.; Mr. P. F. Rowland, B.A.; Mr. S. H. Seager, Major U. V. Richards, Mr. W. Garrard, Mr. K. C. Kent.

## 1. REPORT.

During the year Mr. Bevan-Brown asked for an extension of leave until December. This was granted, and Mr. B. K. S. Lawrence continued to act as headmaster. Mr. Alpers was also absent for nearly half the third term owing to illness, and Mr. J. S. S. Cooper was appointed temporary master in his place. The number of boys during the last term was 205. There was an unusually large entry of boys in September, and the decline in numbers seems to have ceased, while there is every prospect of a large entry next year.

In May the playground was levelled and covered with fine metal. The result was very satisfactory; and now if a pipe were put in to drain off the surface-water to the side channel nothing more would be required. In October the bath had to be emptied to repair a serious leak on the south side. In the new part of the building the stones which showed premature signs of weathering have been replaced.

The various departments of the school have progressed satisfactorily, and the general good conduct of the boys has been a source of great satisfaction to the staff. Of old boys J. S. S. Copper, M.A., has taken double-first class honours in physics and mathematics, M. Keane won a senior university scholarship, and A. C. Sandstein the Gunning Victoria Jubilee Scholarship for original work in obstetrics. This year three boys have entered for the Junior Scholarship Examination of the University of New Zealand, three for the medical preliminary, fifteen for the matriculation, one for the senior Civil Service, and seven for the junior Civil Service examinations; but the results are not yet known. Three have won senior scholarships at the annual examination of the Board of Education, being second, third, and fourth on the list.











## AKAROA HIGH SCHOOL.

GENERAL STATEMENT OF ACCOUNTS for the Year ended 1st December, 1900.

<i>Receipts.</i>			£ s. d.	<i>Expenditure.</i>			£ s. d.
Balance .. .. .	..	..	30 19 8	Teachers' salaries and allowances .. .. .	..	..	66 13 4
Current income from reserves .. .. .	..	..	119 0 10	Prizes .. .. .	..	..	1 3 0
School fees .. .. .	..	..	10 9 6	Printing, stationery, and advertising .. .. .	..	..	3 6 9
Interest on same .. .. .	..	..	1 4 6	Cleaning, fuel, light, &c. .. .. .	..	..	2 11 3
				Rent .. .. .	..	..	17 10 0
				Interest on current account .. .. .	..	..	1 11 0
				Bank charges .. .. .	..	..	0 10 0
				Balance .. .. .	..	..	68 9 2
			<u>£161 14 6</u>				<u>£161 14 6</u>

H. C. JACOBSON, Chairman, Secretary, and Treasurer.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

## ASHBURTON HIGH SCHOOL.

*Staff.*

Mr. J. S. Tennant, M.A., B.Sc.; Miss J. Mulholland, M.A.; Mr. C. F. Salmond, M.A.

1. GENERAL STATEMENT OF ACCOUNTS for the Year ended 31st March, 1900.

<i>Receipts.</i>			£ s. d.	<i>Expenditure.</i>			£ s. d.
Endowments—Current income from reserves .. .. .	..	..	621 13 9	Overdraft at beginning of year .. .. .	..	..	83 19 11
School fees .. .. .	..	..	141 17 0	Office salary .. .. .	..	..	26 6 0
Refund—sports prizes .. .. .	..	..	1 12 0	Other office expenses .. .. .	..	..	4 4 4
Overdraft at end of year .. .. .	..	..	223 18 7	Other expenses of management .. .. .	..	..	5 5 0
				Teachers' salaries .. .. .	..	..	570 0 0
				Prizes .. .. .	..	..	5 9 11
				Printing, stationery, and advertising .. .. .	..	..	11 6 10
				Cleaning, fuel, and light .. .. .	..	..	29 11 0
				Repairs .. .. .	..	..	89 6 9
				Alterations .. .. .	..	..	119 5 8
				Insurance .. .. .	..	..	4 7 2
				Grounds .. .. .	..	..	4 0 9
				Interest on overdraft .. .. .	..	..	15 1 0
				Cab hire .. .. .	..	..	1 4 6
				Chemical apparatus .. .. .	..	..	5 2 3
				Sports fund .. .. .	..	..	9 6 6
				Plans on leases .. .. .	..	..	0 15 0
				Plans for proposed house .. .. .	..	..	3 3 0
				Requisites .. .. .	..	..	0 12 9
				Exchange on cheques .. .. .	..	..	0 13 0
			<u>£989 1 4</u>				<u>£989 1 4</u>

ANDREW ORR, Chairman.

CHARLES BRADDELL, Secretary.

Audited and found correct.—J. K. WARBURTON, Controller and Auditor-General.

## 2. WORK OF THE HIGHEST AND LOWEST CLASSES.

*Highest.*—Work done up to the standard required for the Junior Scholarship examination. English—Mason's Grammar; Higher Grade English; Great Authors, Parts I., II., and III.; As You Like It; Tennyson's Princess; Chaucer's Prologue. French—Brachet's French Accidence; Chardenal's Advanced Exercises, 1–135; Au Coin du Feu (About); Tartuffe (Molière); Continuous Prose (English into French) to correspond. Latin—Bradley's Arnold; Via Latina; De Senectute; Æneid, Book II.; Horace's Odes, Book III.; Smith's Smaller Roman History; Bryan's Latin Prose. Euclid—Books I.–VI. (Hall and Stevens). Algebra—Todhunter's Larger Algebra, to the binomial theorem. Trigonometry—Lock's Trigonometry. Arithmetic—Pendlebury's Exercises. Science—Botany: Scott's Structural Botany, I. and II.; Chemistry: Jago's Inorganic; Mechanics: Loney's.

*Lowest.*—English—The Temple Reader, to page 180; Mason's Grammar for Junior Classes. Latin—Principia Latina I. to page 80. French—Chardenal, Book I., to Exercise 181. Euclid—Book I. to Proposition 32 (Hall and Stevens). Algebra—Hamblin Smith, to page 168. Arithmetic—As for Standard VI. Bookkeeping—Jackson (Cash- and Day-books, Ledger). History—1688–1880 (Ransome); Outline of New Zealand History. Geography—Mills' Commercial Geography. Writing—As for Standard VI. Science—Botany: Root, stem, leaf, and flower.

## 3. ARRANGEMENTS FOR DRAWING; MANUAL, COMMERCIAL, AND TECHNICAL INSTRUCTION; GYMNASTICS, DRILL, SWIMMING, ETC.

Drawing: One hour per week which is devoted to freehand, model, and elementary perspective. Manual: The only manual work attempted is the dissection of flowers, &c., in the botany class. Commercial: Book-keeping is taught three half hours per week. Technical: The senior chemistry class have tested ores (qualitatively) and made one quantitative analysis of soil. Physical drill is taught two hours a week. Swimming: Weekly lessons are given during the season as weather permits. Certificates are granted to all who can swim 100 yards.

## 4. SCHOLARSHIPS.

The Board of Governors gave free tuition to fourteen scholars.





## 2. WORK OF THE HIGHEST AND LOWEST CLASSES.

*Boys' School.*

*Highest.*—Latin—Arnold's Prose Composition (Bradley); Kennedy's Revised Latin Primer; Roby's Latin Grammar; Cæsar's Gallic War, II.; Livy's History, Books I. and II.; Virgil's Georgics, Book IV.; Ovid's Metamorphoses (selections). French—Chardenal's Advanced Course, Book III.; Molière's *Précieuses Ridicules* (Lang); French Unseens for Upper Forms; Pellissier (Blackie and Co.); *Le Chien du Capitaine* (Enault). English—English Grammar, Past and Present; Morris's Historical Outlines (Nesfield); Higher Grade English (Nelson); Shakespeare's Henry IV., The Tempest, and Julius Cæsar; Stead's Penny Poets: Wordsworth, Keats; Saintsbury's Nineteenth Century English Literature; Milton's *Samson Agonistes*; Carlyle's *Sartor Resartus*. Mathematics—Pendlebury's Arithmetic; Goyen's Higher Arithmetic; Hall and Knight's Algebra; Dr. Knight's Algebraic Factors; Hall and Stevens's Euclid, Books I. to VI.; Lock's Trigonometry. Science—Jago's Inorganic Chemistry for Organized Schools of Science; Practical Chemistry (Howards); Bird's Geology; Field Geology (no text-book used).

*Lowest.*—English—Palmerston Reader, No. IV.; Southern Cross Grammar and Composition; Bower's Studies in English. Drawing—Freehand and simple geometrical. Writing—Books without headlines. Arithmetic—Nelson No. III.B. and IV.B. Geography—Elementary, Mathematical, and Descriptive Geography.

*Girls' School.*

*Highest.*—English—Mason's Grammar; Nichol's Composition; Weekly Essay; Macaulay's Essay on Boswell's Life of Johnson; Merchant of Venice; Dr. Morell's English Literature, from the 18th century to the end; Sartor Resartus; Morris and Skeat's Specimens of Early English, 100 pages. History—Martrication period (Ransome). Geography—Longmans' III. Arithmetic—Goyen's Higher Arithmetic, whole subject. Algebra—Hall and Knight's, up to binomial theorem. Euclid—Hall and Stevens to end of Book VI. Trigonometry—Lock, to the end. Mechanics—Statics (Goodwin); Hydrostatics (Besant). Botany—As for Junior Scholarship requirements. Physiology—Whole of Furneaux. Latin—Arnold's Latin Prose Composition (Bradley); Cæsar's Gallic Wars, Books III. to VII.; The Imperial Reader; Virgil's *Aeneid*, Book IV. and 700 lines Book VI. Cicero's de Amicitia; selected passages from different authors. French—Wellington College Grammar, to the relative pronoun; Oxford and Cambridge Grammar, to end of first term second year; advanced Chardenal, 160 exercises; *Le Roi des Montagnes*; Charlotte Corday. Scripture—Acts, Chapter 18 to end.

*Lowest.*—English—Longmans' Reader V.; Grammar and Composition lessons; weekly essay. History—Up to end of William III. (Buckley). Geography—Longmans' Junior Geography, Europe and British Isles. Latin—Macmillan's First Course. French—Chardenal's First Course to exercise 72. Science—Object lessons in botany and geology. Arithmetic—Hamblin Smith up to decimals. Scripture—Acts, chapters 13 to 22. Drawing—Freehand and model.

## 3. ARRANGEMENTS FOR DRAWING; MANUAL, COMMERCIAL, AND TECHNICAL INSTRUCTION; GYMNASTICS, DRILL, SWIMMING, ETC.

*Boys' School.*

Drawing: Two hours weekly. Branches taught—Freehand, model, geometrical, architectural, and machine drawing. Commercial instruction: Bookkeeping, commercial arithmetic, and rapid calculation are taught for four hours weekly. Technical instruction: Special attention is paid to drawing and science, both theoretical and practical, as the foundation of technical training. Gymnastics are taught during two hours weekly by masters of the school. There is a cadet corps of fifty picked boys drilled one hour weekly. All boys in the school have one hour's drill weekly under the masters. Swimming is encouraged in every way. A good swimming bath 75 ft. long has been constructed by the Board of Governors, and regular instruction is given by the masters every Thursday afternoon during two out of three terms. A challenge cup and gold medal are given each year to the champion swimmer in the upper and lower schools respectively.

*Girls' School.*

Drawing: Forty minutes lesson daily; freehand taught from charts and copies; model drawing from geometrical and other models. Drill: A visiting master attends once a week for half an hour to instruct the pupils in physical exercises and deportment.

## 4. SCHOLARSHIPS.

One foundation scholarship (Macandrew) was held at the Girls' School.

## OTAGO BOYS' AND GIRLS' HIGH SCHOOL.

*Staff.*

*Boys' School.*—Mr. A. Wilson, M.A.; Mr. D. Brent, M.A.; Mr. M. Watson, M.A.; Mr. G. M. Thomson, F.L.S.; Mr. T. D. Pearce, M.A.; Mr. J. MacPherson, F.E.I.S.; Mr. C. H. Broad, B.A.; Mr. F. H. Campbell, M.A.; Mr. J. Hanna; Mr. D. Sherriff.

*Girls' School.*—Miss M. E. A. Marchant, M.A.; Miss K. Browning; Miss F. M. Allan, M.A.; Miss H. Alexander, B.A.; Miss E. E. Little; Miss M. W. Alves; Miss F. M. Wimperis; Miss F. Campbell, M.A.; Mr. G. M. Thomson, F.L.S.; Miss C. M. Cruickshank, M.A.; Mr. J. Hanna; Miss J. L. Buckland; Mr. W. E. Taylor, F.R.C.O.; Miss J. C. Longford.





## 3. WORK OF THE HIGHEST AND LOWEST CLASSES.

*Highest.*—English—Chaucer, Prologue; Shakespeare, Merchant of Venice; Milton, Shorter poems; Stopford Brooke's English Literature; English Lessons for English Readers; Bain's Rhetoric and Composition. Latin—Tacitus, Annals I.; Selections from Propertius, &c.; Bradley's Arnold; Bryan's Latin Prose; Unseens. French—Sainte-Beuve, Causeries; Gautier's Scenes of Travel; Brachet's Grammar; Blouet's Composition. Mathematics—Euclid, Books I., IV., VI., with exercises; arithmetic, general; algebra, to binomial theorem; trigonometry, to solution of triangles. Science—Chemistry, nonorganic, with laboratory practice; heat.

*Lowest.*—English—Scott's Lady of the Lake; Mason's Grammar; Longmans' Composition; history, geography. Latin—Latin Principia, gradatim; Bennett's Exercises. French—Principia; Macmillan's First Reader. Mathematics—Arithmetic; algebra, to simple equations; Euclid, Book I., with exercises. Science—Chemistry; physics; botany (girls), the elements. Bookkeeping; shorthand.

## 4. ARRANGEMENTS FOR DRAWING; MANUAL, COMMERCIAL, AND TECHNICAL INSTRUCTION; GYMNASTICS, DRILL, SWIMMING, ETC.

*Boys.*

Military drill, shorthand, bookkeeping, mensuration.

*Girls.*

Sewing; freehand drawing once a week; drill twice a week, with clubs; swimming at beginning of season.

## 5. SCHOLARSHIPS.

Scholarships granted by the Education Board were held by thirteen boys and eight girls, and free tuition was also given by the Governors to ten boys and eleven girls.

*Approximate Cost of Paper.*—Preparation, not given; printing (1,380 copies), £21 2s.

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