

1884.  
NEW ZEALAND  
  
E D U C A T I O N :  
REPORTS OF SECONDARY SCHOOLS.  
[In Continuation of E.—8, 1883.]

*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 Auckland Girls' High School Thames High School Whangarei High School New Plymouth High School Wanganui High School Wanganui Endowed School	1877 No. 51, Local. 1878, No. 55, Local. 1878, No. 54, Local. 1878, No. 63, Local. 1878, No. 52, Local. 1878, No. 42, Local [Nil.]	Under management of Education Board.  Under management of Education Board. Board identical with Education Board. Endowment, Reg. I., fol. 52. See also D.—16, 1866, p. 9.
Wellington College Wellington Girls' High School Napier High School Nelson College Nelson College for Girls Christ's College Grammar School	1872, No. 67 1878, No. 40, Local 1882, No. 11, Local. 1888, No. 38. 1882, No. 15, Local Canterbury Ordinance, 1855	Under management of Nelson College. A department of Christ's College, Can- terbury. No report for 1883 re- ceived. Under management of Canterbury College. Under management of Canterbury College. Endowment, <i>Gazette</i> , 1878, Vol. 1, p. 131.
Christchurch Boys' High School Christchurch Girls' High School	1878, No. 30, Local [Nil.]	Under management of Canterbury College. Under management of Canterbury College. Endowment, <i>Gazette</i> , 1878, Vol. 1, p. 131.
Rangiora High School Akaroa High School Ashburton High School Timaru High School Waimate High School Greymouth High School Hokitika High School Waitaki High School Otago Boys' and Girls' High Schools Southland Boys' and Girls' High Schools	1881, No. 15, Local. 1881, No. 16, Local. 1878, No. 49, Local. 1878, No. 26, Local. 1883, No. 19, Local 1883, No. 21, Local 1883, No. 7, Local 1878, No. 18, Local. 1877, No. 52, Local. 1877, No. 82, Local.	Not in operation in 1883. Not in operation in 1883. Not in operation in 1883.

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

SCHOOLS.	Staff.		Attendance for Last Term or Quarter of 1883.		Ages for Last Term or Quarter of 1883.					Number of Boarders.	Annual Rates of Fees.		Annual Salaries at Rate for Last Quarter or Term of 1883.*
	Regular.	Visiting.	Roll.	Average.	Under 10 Years.	10 to 15.	15 to 18.	Over 18 Years.	Total.		For Ordinary Day-school Course.	For Board, exclusive of Day-school Tuition.	
FOR BOYS ONLY.													
Auckland Grammar School	12	1	249	232	4	168	74	3	249		£ s. d. { 10 10 0 9 9 0 }	£ s. d. { 45 0 0 }	£ s. d. { 3 785 0 0 }
Parnell Church of England Grammar School	3	2	61	60	11	40	10		61	3	10 10 0	45 0 0	515 0 0
New Plymouth High School	2		59	53		41	18		59		4 0 0		509 0 0
Wanganui Endowed School	5	2	84	81	10	38	35	1	84	43	{ 12 0 0 9 0 0 }	42 0 0	1,070 0 0
Wellington College	8	3	179	179	3	149	27		179	63	{ 13 4 0 10 12 0 }	50 0 0	2,070 0 0
Napier High School	3	1	63	58	4	47	12		63	19	8 8 0	35 0 0	
Nelson College	5	4	102	95	4	45	47	6	102	42	12 10 0	50 0 0	1,575 0 0
Christchurch Boys' High School	7	3	133	94	3	109	20	1	133		{ 12 12 0 9 9 0 }		2,325 0 0
Ashburton High School	2	0	25	22	3	17	4	1	25	2	{ 9 9 0 8 17 6 }	42 0 0	575 0 0
Otago Boys' High School	†11	1	275	263	2	149	120	4	275	46	8 0 0	40 0 0	3,875 0 0
Totals	58	17	1 230	1 137	44	803	367	16	1 230	218		..	

\* Exclusive of visiting teachers paid by fees. † Three of these teach also at the Girls' School.

STAFF, ATTENDANCE, FEES, AND SALARIES AT CERTAIN SECONDARY SCHOOLS—  
*continued.*

SCHOOLS.	Staff.		Attendance for Last Term or Quarter of 1883.		Ages for Last Term or Quarter of 1883.					Number of Boarders.	Annual Rates of Fees.		Annual Salaries at Rate for Last Quarter or Term of 1883.
	Regular.	Visiting.	Roll.	Average.	Under 10 Years.	10 to 15.	15 to 18.	Over 18 Years.	Total.		For Ordinary Day-school Courses.	For Board, exclusive of Day-school Tuition.	
FOR GIRLS ONLY.													
Auckland Girls' High School	14	11	225	199	7	117	79	22	225	26	8 8 0	50 0 0	2,247 0 0
Wellington Girls' High School	6	2	93	83	4	46	36	1	93		13 4 0		1 000 0 0
Christchurch Girls' High School	4	6	80	74	1	53	26		80		12 12 0		950 0 0
Nelson College (Girls)	4	7	118	103	6	59	50	3	118		12 12 0		725 0 0
Otago Girls' High School.	3	5	187	172	8	112	67		187		10 0 0		1 600 0 0
Southland Girls' High School	3	.	45	41	1	23	19	2	45		8 0 0		625 0 0
Totals	39	31	748	672	27	410	277	23	748	26			
FOR BOYS AND GIRLS.													
Thames High School	3	2	{ b. 27 g. 32	{ 26 31	2	18	7		{ 27 32				
Timaru High School	7		{ b. 48 g. 40	{ 45 36	1	30	17		{ 48 40		8 8 0		1 900 0 0
Bangiora High School	1		{ b. 21 g. 6	{ 20 5		17	4		{ 21 6		{ 10 10 0 8 8 0		300 0 0
Totals { Boys Girls }	11	2	{ 96 78	{ 91 72	3	65	28		{ 76 78				
Grand totals { Boys Girls }			1 326 826	1,223 744	47 33	868 452	395 303	16 32	1 326 862				

AUCKLAND COLLEGE AND GRAMMAR SCHOOL.

1. GOVERNORS' REPORT.

SIR,—

Auckland, 29th April, 1884.

I have the honour, on behalf of the Board of Governors of the Auckland College and Grammar School, to forward to you the following report for the year 1883 :—

*Meetings.*—During the year fifteen regular and fourteen special meetings of the Board have been held.

*Retirement and Election of Governors.*—In accordance with “The Auckland College and Grammar School Act, 1877, and the Amendment Act, 1880, three of the Governors—namely, Sir G. Maurice O’Rorke, M.H.R., Thomas Peacock, Esq., M.H.R., and Joseph A. Tole, Esq., M.H.R., representing respectively the members of the Legislature for the Auckland Provincial District, the Auckland Board of Education, and the Senate of the New Zealand University—retired by rotation. The first and last were re-elected. In place of Mr. Peacock, Richard Laishley jun., Esq., Chairman of the Board of Education, was elected by that body, and, upon his resignation towards the end of the year, Richard Hobbs, Esq., M.H.R., Chairman of the Board of Education, was appointed by co-optation.

*Masters.*—In January the Rev T Thistle, M.A. Oxon., and Mr A. H. Highton, M.A. Cantab., were appointed to masterships for classics and English and for natural science and mathematics, vacant, the former by the death of Mr W E. W. Morrison, B.A. Oxon., the latter by the retirement of Mr J H. Tompson. In October, an increase in the staff having become necessary, Mr. J G Trevithick was appointed master for writing and drawing, whereupon Mr K. Watkins ceased to attend as visiting master for the latter subject.

*Branch School at Ponsonby.*—At the commencement of the year a branch school, for boys between the ages of eight and twelve, was opened, at the request of inhabitants of the district of Ponsonby in the building known as the Public Hall, the use of which was obtained free of rent. This school now contains twenty-five pupils. The Board is of opinion that the establishment of similar branch schools in the various suburban districts would be highly useful, as meeting the wants of boys too young to journey to and from the parent school, relieving the pressure upon its lower, and insuring proper preparation for its higher, forms. In view, however, of the calls upon the funds at its disposal, the Board considers it essential that such schools should be practically self-supporting.

*Increase in Number of Pupils.*—A remarkably rapid increase has taken place in the number of pupils. The numbers of names upon the roll of the school have been as follows First term, 257, second term, 267, third term, 275, as compared with 168 in the third term of 1882. This increase, whilst highly satisfactory as indicating increased appreciation of the school, has put a severe strain upon the staff, and rendered frequent revision of the arrangements necessary. It also has rendered necessary an extension of the accommodation, as mentioned below and considerable further extensions will be required at an early date, unless a limit is to be fixed to the number of pupils, a course which the Board is very unwilling to adopt.



In consequence of the inadvertent omission of the Southland Boys' High School, the following addition to the Table is necessary :—

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

SCHOOLS.	Staff.		Attendance for Last Term or Quarter of 1883.		Ages for Last Term or Quarter of 1883.					Number of Boarders.	Annual Rates of Fees.		Annual Salaries at Rate for Last Quarter or Term of 1883.
	Regular.	Visiting.	Roll.	Average.	Under 10 Years.	10 to 15.	15 to 18.	Over 18 Years.	Total.		For Ordinary Day-school Course.	For Board, exclusive of Day-school Tuition.	
FOR BOYS ONLY.											£ s. d.	£ s. d.	£ s. d.
Southland Boys' High School	3		57	54	1	34	21	1	57		{ 10 0 0 } { 8 0 0 }		
Totals	61	17	1 287	1,191	45	837	388	17	1,287	218			
Grand totals { Boys Girls			1,383 826	1 282 744	48 33	902 452	416 303	17 32	1,383 862				

*Buildings, &c.*—Two new class-rooms, each adapted to contain about thirty boys, have been erected. A room in the basement, formerly used as a lavatory and cloak-room, has been fitted up as a laboratory, in which about thirty boys can do practical work in chemistry. Two five-courts have been supplied, the exterior of the building has been painted and repaired, and various minor improvements have been effected, and additions made to the furniture and plant in use for teaching.

*Course of Study.*—Drawing has been introduced into the ordinary course, the teaching of writing has been systematized, the teaching of natural science has been widened and improved, and better provision has been made for boys who do not learn Latin by the introduction of mensuration and book-keeping, and in other ways.

*Scholarships, &c.*—Six junior and three senior scholarships have been founded by the Board. The former, which confer exemption from the ordinary fees, and are tenable until the end of the year in which the holder reaches the age of fifteen, are open to all boys under the age of thirteen, whether already attending the school or not. The latter—which, in addition, carry a payment of £40 per annum, and are tenable for three years, and for which candidates must be between the ages of fourteen and sixteen—are at present, in conformity with the law, confined to boys already in the school. The Governors have also continued the privilege of free education to all holders of the scholarships and certificates of proficiency awarded by the Auckland Board of Education to boys from the district schools.

*Evening Classes.*—Evening classes for Latin, French, chemistry, mathematics, and arithmetic were advertised for each term of the year, but in the first term only three, and in the second and third only two, were held, the prescribed minimum of eight students not having been reached in the others. The Board regrets that these classes are not better appreciated. It is probable that, in the latter part of the year, the lectures of the Professors of the University College drew away some few who would otherwise have attended these classes.

*Schoolhouse.*—The attention of the Board has been much occupied during the year with the question of a schoolhouse for the reception of boarders. It is felt that such an institution is urgently needed to meet the just claims of the inhabitants of the rural districts of the province, and it is also believed that it would have an excellent effect upon the tone and intellectual standard of the whole school. Sites have been suggested to the Board, and existing houses offered for temporary use after careful consideration all have been found unsuitable, either in themselves, or on the ground of remoteness from the day-school, or on that of expense, or on more than one of these grounds. Under these circumstances the Governors cannot but hope that some portion of the paddock in the rear of Government House may be granted for the purpose, the more so as they feel that, independently of the benefit to the school, the erection of a substantial building upon ground at present in a condition of neglect would be an improvement to the City of Auckland.

*Playground and Dining-room.*—The Board also regrets that it has been unable to secure a suitable playground, or to meet the want which exists for some arrangement by which boys coming from a distance may obtain a suitable mid-day meal at a moderate cost. Such an arrangement might, it is hoped, be made in connection with the schoolhouse, if erected upon a site in proximity to the day-school.

*Annual Examination.*—Herewith are enclosed copies of the reports received from Professors Tucker, Brown, and Thomas, by whom the whole school was examined in the month of August.

I have, &c.,

JOHN JAMES,  
Secretary

The Hon. the Minister of Education, Wellington.

## 2. PROFESSOR TUCKER'S REPORT.

GENTLEMEN,—

Auckland, 14th September, 1883.

I have completed a careful examination of the above school in Latin and English languages, and also in ancient history, and I have to lay before you the following report, which, owing to the number of forms examined, is of considerable length:—

Having no previous knowledge of the attainments to be looked for in the various classes, I was guided in determining the ease or difficulty of the papers by the nature of the work read during the year. All the questions were rather easy than otherwise, and it was my endeavour to discover how much was known rather of the essential matter than of the minutiae of the immediate text-book.

In Latin I find the following results:—Form V. To this form were set three papers, on translation, grammar, and composition respectively. The translation was, on the whole, creditably done, although the standard attained was scarcely so high as might have been expected from the most advanced form of such a school. In the grammar the accidence was good, but the syntax comparatively weak. This fault I conceive to be due to the fact that most of the boys, being ill-grounded, have been compelled to push on over too much ground in too short a time. From the same cause the Latin composition was very faulty and crude for boys of such an age. Morrison and W. Meldrum, however, acquitted themselves well in all the Latin subjects, the former doing especially good work.—Form Upper IV. The translation of this form was, on the whole, very accurate, and abundant proof was forthcoming that the subjects had been read carefully and intelligently. Hall obtained nearly full marks, and Burton and Watkin nearly as many as Hall. The grammar, however, was but poorly done, and the composition leaves very much to be desired. In the case of this form, as in that of Form V., I think it would be advisable to make an effort *de novo* to give the boys that absolutely essential thoroughness in grammar which ought to have been imparted at the time when they first approached the study.—Form Lower IV. To this form two papers were set. The subjects for translation had apparently been read with interest, and the general knowledge displayed was satisfactory, but there was the same noticeable want of grammatical accuracy which I have had occasion to mention in dealing with the two higher forms.

The marks obtained in grammar and composition were therefore low. I observe, however, that this form does not possess any of those promising district scholars who do so much to raise the intellectual average of their classes.—Form Upper III. The translation of this form was very good, much more so than could have been hoped for from boys who have spent so little time in the study of Latin. The grammar was even better still and the teaching here has evidently been of the clearest and most productive order. I consider the work sent up by Tunks and H. J. Carter (after only two terms of the study) is in the highest degree creditable both to themselves and to their master.—Form Lower III. The translation and grammar were fairly done throughout, and the average results are very commendable, especially as this is a form where there is great equality among the boys, and where the reputation of the form cannot depend upon individuals.—Form II. The boys of this form displayed a very adequate knowledge of their work, especially as most of them are mere beginners. The accidence is well taught. As this is the part of the school in which the groundwork should be firmly laid, I would suggest that stricter accuracy in the manipulation of cases, concords, and tenses be required before many boys are moved upwards.—Middle II., Lower II., and I. These forms consist entirely of beginners, and very little is therefore to be said of them. It may suffice to report that they are as proficient as can be expected, and that they promise well. Cashel, in Middle II., and the brothers Holdship, in Form I., deserve great credit.

It remains to speak of the Latin work of the school as a whole. Considering the standing and importance of such a school as only next inferior to the University, I do not think the highest work to be nearly so sound or advanced as should be desired, or as it is found to be in the corresponding English schools. On the other hand, the work of the lower forms is as it should be. The upper work shows much crudeness and many inaccuracies, which could only arise from a lack of proper training. I augur that as the lower boys mount to the highest forms, under their present training, the standard attained by the school will be raised considerably higher.

A paper on Roman history was set to Form V. This was excellently done, and all the boys showed that their attention had been drawn to the really salient points of history, such as constitutional developments and main issues, rather than to catalogues of battles and exploits. The Roman and Grecian history of Form Upper IV. was extremely well done, and gave me great pleasure, especially the work of G. Cruickshank, Blomfield, Watkin, and Steel. In Forms Lower IV. and Upper III. the marks obtained in Roman history were high. The former class showed much intelligent appreciation of the matter, especially Cullen and Tooe. A certain childishness in some of the answers was rather the fault of the text-book than of the boys.

Of the English work I have to report as follows. To Forms V., Upper IV., and Lower IV. subjects were proposed for an English essay. Some boys wrote very fair compositions, and the spelling and grammar were, for the most part, all that could be desired. There was, however, considerable looseness of construction, and both punctuation and choice of words were faulty. A little more practice will doubtless remedy these weaknesses. Regarded as essays, the compositions ought perhaps to have been more readable, when the average age of the writers is considered. In Form Upper III. I found a very marked improvement in style. The writing was, in several cases, excellent, the spelling was invariably good, and there was much freshness and vigour in the matter of the compositions. I experienced the greatest satisfaction in the work of this form. G. M. Calvert and H. J. Carter obtained full marks. To this form was also set a paper on English grammar and analysis. The results were extremely gratifying. The principles of analysis were logically apprehended, and terms clearly defined. I cannot, indeed, speak too highly of the excellence of these boys.—Form Lower III. The English grammar of this Form was very fairly done, distinctions being well understood, but from this point downwards great pains are required in the matter of orthography.—Form Upper II. This class did most satisfactory work in English grammar, despite the little time that has been allotted to the subject. Great credit must be given to a teacher who produces such good average results. A fair knowledge was shown of Scott's *Lady of the Lake*.—Middle II. and Lower II. The English work of these Forms was as well down as is usually the case with beginners. I must express my surprise at finding the ages of these boys to be so great.—Form I. I took this form in readings from *Kenilworth*, and the result was gratifying, several boys manifesting great readiness and intelligence, and reading remarkably well. As a whole the English work is very competently done, especially as so little time can be allotted to it in the school course. That it is taught in the best of ways—*i.e.*, with a view to imparting logical grasp rather than mnemonic formulæ—is evident from all the indications by which an examiner is guided.

I venture to predict a great advance in the character of the higher work during the ensuing year, and many future honours to be gained by the prominent boys.

I have, &c.,

THOS. G. TUCKER, B.A.,

(Fellow of St. John's College, Cambridge, and Professor of Classics and English in the University College, Auckland.)

The Board of Governors, Auckland College and Grammar School.

### 3. PROFESSOR BROWN'S REPORT

GENTLEMEN,—

University College, Auckland, 20th November, 1883.

I beg herewith to submit to you my report on the examination which took place at the grammar school in August last. The subjects in which I examined the school were geometry, mechanics and hydrostatics, chemistry, English history and French. In geometry a fair knowledge of the text-book was exhibited by all the classes, but the simple problems which were added to some of the papers received scarcely any answers. This deficiency is to be regretted, since it indicates that the boys have merely committed to memory the propositions of Euclid, and have not been sufficiently exercised in thinking for themselves. The knowledge of mechanics and



## AUCKLAND GIRLS' HIGH SCHOOL.

## 1. BOARD'S REPORT

Office of Education Board, Auckland, 28th March, 1884.

THE Board presents the following report of the school for the twelve months ending 31st December, 1883:—

The number of pupils has increased from 193 to 225.

The school year was divided into three terms of equal length, as follows 30th January to 27th April, 21st May to 17th August, 17th September to 14th December

An examination of the school was held at the end of the second term, in August. The examination of the three highest forms was undertaken, at the request of the Board, by Professors Brown, Tucker, and Thomas, of the Auckland University. The remainder of the school was examined by the Board's Inspectors. Copies of the examiners' reports are appended. The certificates of merit awarded, as the result of the examination, were presented by the Chairman of the Board, on the 13th December, in the presence of a large number of parents and friends, assembled (for want of a better building) in the Choral Hall. Copies of the Headmaster's terminal reports are appended.

The school has been officially visited from time to time by the Board's Chief Inspector of Schools, Mr O'Sullivan.

The course of instruction has been carefully revised. Special attention has been given to calisthenic exercises, and a circular was issued to parents, calling attention to the danger of allowing girls to dress in a manner calculated to hinder the proper development of the body

Ten district scholars and one holder of a certificate of proficiency received free tuition during the year. The reports of their conduct, attendance, and progress in study were satisfactory. Four scholarships, of the value of £15 a year each, were offered for competition to pupils of the school not exceeding fifteen years of age. The examination for these scholarships was held in December, and was based on the work of the Fourth Form. Only two candidates entered, and a scholarship was awarded to each of them. A copy of the conditions of scholarship is appended.

The boarding department is still discontinued, for want of the necessary accommodation. The school accommodation is inadequate. Every available room in the brick building is called into use, and an addition will shortly have to be made to the detached wooden building for school purposes.

A statement of accounts for the year is appended. The income from fees amounted to £1,665 15s. 4d. The expenditure on salaries was £2,023 0s. 11d., on rent, £200, and on other objects, £465 10s. 7d. making a total of £2,688 11s. 6d. The usual grant of £1,000 was received from the annual vote of Parliament, in lieu of endowment. But for this grant the school could not be maintained.

The Board is, however, forced to record its opinion that this large and important school ought not to be dependent upon an annual vote for its maintenance. Other secondary schools are richly endowed, some to the extent of £2,000 or £3,000 a year. Their endowments are yearly increasing in value, and they are provided with handsome and capacious buildings fitted up with all necessary appliances. On the other hand, the Auckland Girls' High School—having (with a single exception) the largest attendance of any secondary school within the colony—is both unhoused and unendowed.

Representations have been made from time to time of the need of a building suited to the requirements of the school, and the Government have at length promised to recommend the reservation of the Howe Street Industrial School property of three acres, formerly occupied for grammar-school purposes, as a site.

In the meantime, until proper accommodation is supplied, the Board has been obliged to take a new lease of the premises in Upper Queen Street for three years from the 1st January, 1884, at an increased rental.

The Hon. the Minister of Education.

RICHARD HOBBS,  
Chairman.

## 2. REPORT OF GIRLS' HIGH SCHOOL EXAMINATION held in August, 1883.

THE annual examination of the Girls' High School was held in August, 1883, at the end of the second term. The number of pupils examined was as follows Form VI. 3 Form V., 16; Form IV.A, 44, Form IV.B, 32, Form IV.C, 29, Form III., 29 Form II., 26, Form I., 21 total, 200. The examination of Forms IV.A, V., and VI., the three highest classes containing sixty-three pupils), was undertaken, at the request of the Board, by the Professors of the Auckland University, whose reports are appended.

The work of the other forms (containing 137 pupils) was examined by the Inspectors, who report as follows:—

*Girls' High School Examinations, 1883.—Forms IV.b, IV.c, III, II, I., consisting of 137 Pupils*

*English.*—The work of the three lower forms was not very good, many marks were lost in parsing and through bad spelling. There were many good papers from IV.c and those of IV.b were satisfactory. In the last-mentioned form most of the composition papers were excellent, but the papers of the forms below it were spoiled by the bad spelling. The literature of IV.b was satisfactory, but that of IV.c showed an ignorance of the meanings of the passages which had been learned by heart. The writing was not so good as might be expected, much of it being crowded and scratchy. The reading—and this refers to the whole school—was for the most part good, except in the two lowest forms, some of it excellent.

*Laws of Health.*—The papers on this subject of Forms III., IV.c, and IV.b were excellent. Those of Form II. were not very good.

*Arithmetic.*—The arithmetic of Forms I., III., IV.c, and IV.B was not good, especially in Form IV.c; that of Form II. was on the whole satisfactory.

*Geography.*—The geography in all these forms was indifferent.

*History.*—The papers in history were not satisfactory.

*Latin.*—The papers were for the most part excellent, particularly those of IV.B.

*French.*—The French papers were on the whole good. Those of Forms II. and III. were very satisfactory, and many good papers were sent in from IV.c.

*Sewing.*—The sewing in all the forms was anything but satisfactory. There is very great room for improvement.

*Drawing.*—Mr Trevithick reported favourably of the progress made in drawing.

*Calisthenics.*—Captain Mahon reported that the Indian-club and dumb-bell exercises were gone through in a satisfactory manner. He did not report favourably of the marching drill.

The results of this examination appear to show that it may be somewhat advantageous to a pupil to have gone through a course of good elementary teaching before entering a secondary school.

R. J. O'SULLIVAN

WM. FIDLER.

JOHN S. GOODWIN

NOTE.—The papers in English, laws of health, French, and Latin, were drawn up by Mr O'Sullivan. Mr Fidler drew up those on arithmetic, geography, history and algebra, except the arithmetic of I. and II.B, which Mr. Goodwin set. Mr Goodwin also examined the reading of the two lowest forms.

### 3. PROFESSOR TUCKER'S REPORT.

GENTLEMEN,—

Auckland, 17th September, 1883.

I have at your request examined the more advanced work of the Auckland Girls' High School in Latin, English, and German, and I have to submit the following report, dealing with the several subjects and forms *seriatim* :—

A. *Latin.*—To Form VI., which consists of three promising girls, was set one paper, comprising translation, composition, and grammar. The form had read sufficiently advanced work, viz., Odes and Ars Poetica of Horace, and the translations were all extremely well done. The girls had been very successful in catching the precise meaning of several delicate expressions. I think, however, it would be better if the renderings were less free, as I do not consider that the English idiom requires quite so wide a departure from the Latin, while a close translation affords a better criterion of syntactical knowledge, besides being a valuable exercise for the pupil. A short passage not previously prepared was so accurately rendered as to show that the knowledge possessed is fixed, and not the effect of "cramming." The grammar was eminently satisfactory. The class is, as all classes are, weakest in composition, for, though the girls display a copious vocabulary and a mastery of the accident, yet their syntax is faulty. Their business-like conciseness where direct answers were required was very pleasing. With less freedom of rendering and more attention to syntax, this form should compare favourably with any class of similar standing. To Form V was set a paper analogous to that of Form VI. It was perhaps somewhat too lengthy for the time allotted to it in consequence very little composition was sent up. The translations of Virgil and Cæsar were very accurate, and generally well expressed. In Sallust most of the girls quite failed to catch the point of his epigrammatic periods, a result which is not surprising when his great subtlety is considered. On the whole the translation papers were highly commendable. I asked for explanation of allusions and grammatical difficulties, but the request was apparently not understood. I should recommend that a method of brief annotation in the margin be adopted, and the girls taught to comment on any unusual or abnormal expression. There was in nearly all cases a good vocabulary, and the accident was excellent. In Form IV.A the renderings of Ovid and Catullus were extremely pleasing. The subjects had evidently been well taught. The grammar and accident were for the most part above the average, though there is a great disparity in this respect between the highest and lowest girls. The sentences for translation into Latin were barely attempted, though what little was done showed a fair knowledge of syntax. On the whole I am agreeably surprised at the proficiency reached by this school in Latin, and can sincerely congratulate the Board upon it. There is great thoroughness of method discernible in each form.

B. *English.*—These papers were set to Form VI. In English literature all the girls did well. The selections from Shakespeare and Milton had been read in the most useful way, and words used by these authors in an obsolete sense were in all cases concisely explained. I could only have wished that more attention had been given to the *reason* of the existence of two meanings in such cases. A general paper was set on the history and grammar of the English language. This paper was intended to cover a wide field, and it was therefore only partly framed after a particular text-book. Under these conditions the results were good. A very fair knowledge indeed was displayed on the whole of the paper, but in the matter which had been previously read I should have desired less superficiality. The present state and laws of the language were well understood, but the historical knowledge should be deeper, especially in regard to formatives. The English essays of this form were good in point both of grammar and of expression. The language was unaffected and quite free from stereotyped or objectionable phrases. The arrangement also was methodical.—The members of Form V sent in very good answers on the matter of "Julius Cæsar." They were very ready in explaining Shakespearian meanings and allusions. But there is wanting here, as in Form VI., what I consider to be a main object of bestowing minute study upon a special work: I mean an insight into the "*why*" of the apparent peculiarities. Many an answer was wasted by a girl describing whereabouts in the play an expression was used. This, indeed, shows laudable familiarity with the subject, but of course is not required in the words "explain" and "illustrate." My meaning will be made clearer if I mention that not one girl thought it necessary to *account for* the phrase, "I

had as lief," but every one seemed to suppose that the examiner looked upon it as an uncommon expression, of which he simply wished to know the meaning. In the general English paper, on the origin and structure of the language and on its grammar and analysis, the results were excellent. The derivations of a large number of words were uniformly correct, and the analysis was of the best. Of the English essays I can only say, without qualification, that grammar, spelling, writing, and expression were all alike good.—In Form IV. A the average knowledge of English literature has been reduced by the broken condition of the form, many girls having only entered one term ago. Accordingly there was great inequality in the work sent in. The girls gave good answers in the portions which they had read, and many might have done better if they had had more practice in examination work. Not a few lost time in copying out the questions before each answer. This is a useless and wasteful habit. In English grammar the work was of the highest order, and the marks above the average. The analysis of a selected passage was in most cases perfect, and there was a thorough understanding of grammatical terminology and its underlying principles. The essays were for the most part good, but there was somewhat too much of the colloquial, and some Irishisms need care. The English work of the whole of the Upper School is very efficient in all branches. The *width* of knowledge in literature is very commendable, and, if something more of the *depth* above mentioned were obtained, nothing more could be desired.

C. *German*.—The paper set to Form V appears to have been above its powers. This paper was, however, drawn up in accordance with the schedule of work sent in by the Headmaster, and I am therefore of opinion that this form and the next have been somewhat ambitious in the amount they have undertaken. The accidence part of the grammar was very accurate and sound, the class being generally quite clear on inflections but the translation was evidently too difficult, and the composition, though easy was poorly done. If the object is to gain a practical knowledge of the language, I am of opinion that more practice is necessary in composition, and that progress through the subject must be more slow and thorough. This is still more the case with Form IV. B, where the class has scattered its powers over too much ground, and where accordingly it cannot be said to possess any really practical acquaintance with the language.

Submitting the above as a well-considered report upon the subjects in question,  
I have, &c.

THOMAS G. TUCKER, B.A.,

(Fellow of St. John's College, Cambridge, and Professor of Classics  
and English in the Auckland University College.)

The Board of Education, Auckland District.

#### 4. PROFESSOR BROWN'S REPORT.

GENTLEMEN,—

Auckland, 26th November, 1883.

I beg herewith to lay before you my report on the examination held at the Girls' High School in August last. The subjects in which I examined were geometry, statics and hydrostatics, physics (heat), English history and French.

In geometry the questions set were in most cases fully and carefully answered. In statics and hydrostatics the examination yielded moderately good results, but in physics (heat) it was not so satisfactory. Reviewing the whole of the papers in these two subjects, I conclude that the teaching is chiefly from books, and is but little supplemented by actual experiment. This method can never be effective, and where it is employed the educational value of physics is to a great extent lost. In English history the girls in the Fourth Form showed that they possessed a fair knowledge of the subject, the Fifth Form, however, did not appear to know more than the Fourth, while the Sixth Form proved to be almost completely ignorant of history. It would appear that in this form mechanics are learned instead of history but it is by no means satisfactory to find that the history learned in previous years has been so entirely forgotten. The knowledge of French exhibited by the school is very satisfactory if any fault is to be found, it is that sufficient attention is not paid to the construction of French sentences.

Although the above criticisms indicate that there are many points where improvement is desirable, the school is in my opinion doing its work extremely well, and I think the Board is to be congratulated on its efficiency.

I have, &c.,

The Board of Education, Auckland District.

FRED. D. BROWN

#### 5. PROFESSOR THOMAS'S REPORT.

GENTLEMEN,—

Auckland, 30th November, 1883.

I have the honour of returning the following report of the portion of the examination of the Girls' High School undertaken by me:—

*Mathematics*.—Arithmetic: The arithmetic of the Sixth Form is moderately satisfactory, but not up to the standard of the other mathematical work of this form. The problem-work is weak. The arithmetic of Form V is on the whole good, one especially satisfactory feature being the entire absence of any bad papers. The girls manifest a sound knowledge of the ordinary rules of arithmetic, but they seem unable to go further so that their problem-work is their weakest point. Form IV. A returned fair arithmetic papers, but here also weakness was shown in the problems.—Algebra: The amount of work offered by the Sixth Form was not large for the highest form in a school, but this circumstance was quite compensated for by the thorough knowledge of the portion offered. The algebra of Form V was good, except in the problem-work. The papers sent in by Form IV. A were on the whole satisfactory and a few of them were excellent.—Trigonometry: The Sixth Form showed a fair knowledge of this subject, and one paper was especially good. The trigonometry papers of the Fifth Form were satisfactory. On the whole, the forms examined show

a good knowledge of the rules of their mathematical subjects, but are deficient in independence of thought, and as a rule are unable to extend their knowledge to new problems. I would recommend more practice in the solution of problems of, at first, an exceedingly simple character

*Laws of Health.*—The answers to the questions on this subject were, for the greater part, moderately satisfactory, but weakness was shown in those parts of the subject where a sound knowledge of the elements of physiology is necessary. A little more attention should be paid to physiology, and the teaching of this should be as practical as possible.

*Geography.*—The papers on this subject written by the Sixth Form were scarcely so good as might have been expected. The same questions were better answered by the Fifth Form. Form IV.A showed, on the whole, a very fair knowledge of their work. More attention might, with advantage, be paid to physical geography and to the geography of New Zealand.

I have, &c.,

The Board of Education, Auckland District.

ALG. P. W. THOMAS.

#### 6. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1883.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Balance in bank on 1st January, 1883		903	19	10	Salaries ..		2,023	0	11
Fees	£1,668 11 4				Rent ..		200	0	0
Less refund.	2 16 0				Examinations ..		150	4	7
		1,665	15	4	Furniture and repairs ..		132	16	1
Government grant		1,000	0	0	Stationery ..		89	13	7
School Commissioners		60	17	0	Advertising and printing ..		33	5	3
Interest on deposits		18	15	0	Sundries, including cleaning, fuel, gas, &c.		59	11	1
					Balance in bank on 31st December, 1883		960	15	8
		£3,649	7	2			£3,649	7	2

RICHARD HOBBS, Chairman.

VINCENT E. RICE, Secretary

I hereby certify that I have examined the accounts and vouchers of the Auckland Girls' High School for the year ended 31st December, 1883, and that I find them to be correct, and the expenditure to have been made for the purposes of the school.—L. A. DURRIEU, Auditor 28th February, 1884.

#### THAMES BOYS' AND GIRLS' HIGH SCHOOL.

##### STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1883.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Balance from last year	..	450	16	2	Rents		3	0	0
School Commissioners		60	17	2	Insurance		4	12	6
Rents		248	14	4	Printing and advertising		27	6	0
Government grant		250	0	0	Office expenses	..	3	17	0
Gold-fields revenue		745	17	0	Rates		16	15	2
School fees		311	4	0	Salaries		921	16	8
					School repairs	..	82	9	0
					School requisites		41	14	0
					Travelling expenses	..	14	12	0
					Legal expenses		9	17	2
					Fires and cleaning		28	13	9
					Interest		1	0	6
					Roadworks		50	0	0
					School examinations		26	5	0
					Cash in hand—				
					Fixed deposits in Bank of New Zealand		600	0	0
					At current account		285	9	11
		£2,067	8	8			£2,067	8	8

W. FRASER, Chairman.

R. A. HEALD, Secretary.

I hereby certify that I have examined the books and vouchers of the Thames Boys' and Girls' High School for the year ended 31st December, 1883, and that I find them to be correct.—L. A. DURRIEU, Auditor 6th March, 1884.

#### WHANGAREI HIGH SCHOOL.

##### STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1883.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
Cash balance in bank, 1st January 1883		125	11	4	Book-sales account	..	13	14	6
School Commissioners		182	11	2	Salaries		158	6	8
Rents received		5	0	0	Furniture and requisites		6	1	4
School fees		53	3	0	School-rent account	..	56	8	0
Book sales	..	8	10	9	Office expenses	..	2	14	1
Land-purchase account		57	16	6	Advertising and printing		3	7	6
Parliamentary vote	..	69	6	0	Balance in Bank of New Zealand		261	6	2
		£501	18	9			£501	18	9

Whangarei, 5th March, 1884.

WM. BEDLINGTON, Secretary.

I hereby certify that I have examined the books and vouchers of the Whangarei High School for the year ended 31st December, 1883, and that I find them to be correct, and the expenditure made for the purposes of the school.—L. A. DURRIEU, Auditor 12th March, 1884.

## TABANAKI HIGH SCHOOL.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1883.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance, 1st January, 1883	27	17 6	Masters' salaries	530	10 0
Rent of endowment	245	0 0	Allowance to members of Board	1	10 0
Rent of secondary reserves	195	3 10	Care of school ..	19	6 0
School fees	206	0 0	School-building	55	17 3
Advance from Education Fund	150	0 0	Fencing and improving site	43	5 6
			Laying waterpipes	13	0 0
			Donation for prizes	10	0 0
			Commission on collection of rents	12	5 0
			Advertising ..	4	18 9
			Stationery ..	2	15 9
			Cab hire ..	1	6 0
			Firewood, &c. ..	2	18 0
			Balance ..	126	9 1
	<u>£824</u>	<u>1 4</u>		<u>£824</u>	<u>1 4</u>

STATEMENT of ASSETS and LIABILITIES on 31st December, 1883.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Cash ..	126	9 1	Advances ..	325	0 0

W NORTHCROFT, Secretary.

Examined and found correct.—C. RENNELL, Auditor.

## WANGANUI HIGH SCHOOL.

## 1. GOVERNORS' REPORT.

SIR,—

I have the honour to forward the annual balance-sheet of this Board, and to state that there is not any high school in operation in this district. The Board of Governors have placed the cash received on account of the sale of the Pikopiko Block at 5 per cent. interest, taking as security freehold lands situate in the colony, and allowing an ample margin for any depreciation in value which might occur. The Board is now taking steps to lease the rest of the endowment situate on the banks of the Wangaehu River for a term of twenty-one years, and a committee of the Board has visited the land for the purpose of determining the terms and conditions.

I have, &amp;c.,

The Hon. the Minister of Education.

W. H. WATT, Chairman.

## 2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1883.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Pikopiko endowment, balance of sale..	3,435	9 3	Cash balance, 1882 ..	30	6 8
Invested funds..	2,000	0 0	Departmental expenses ..	27	17 0
Interest account ..	280	13 7	General expenses ..	16	13 7
			Invested funds ..	2,000	0 0
			Fixed-deposit account ..	100	0 0
			Pikopiko endowment, mortgage account ..	3,428	12 5
			Do. uninvested ..	6	16 10
			Balance of cash ..	105	16 4
	<u>£5,716</u>	<u>2 10</u>		<u>£5,716</u>	<u>2 10</u>

W H. WATT, Chairman.

A. A. BROWNE, Secretary.

## WANGANUI ENDOWED SCHOOL.

## 1. TRUSTEES' REPORT.

THE Trustees have the honour to report that considerable changes have taken place in the management of the above school. In January, 1882, the Rev B. W Harvey, M.A., Scholar of St. John's College, Cambridge, was appointed Principal, and additional buildings, providing for twenty-two boarders, were erected by means of a loan of £2,200. The school, after being closed for a term owing to building operations, was reopened with nineteen boarders and twenty-seven day pupils; the staff consisting of Headmaster, Assistant Master, a visiting Drawing and Singing Master, and Drill Sergeant.

Since the date to which the accounts are made up—viz., the 30th June, 1882—the accommodation for boarders has been increased to sixty-five, at the comparatively small further cost of £600. The number of pupils at the present date (March, 1883) is thirty-nine boarders and forty-one day pupils. It has been found necessary, in consequence of the increasing numbers, to appoint a Second Master at a salary of £250. The fees charged for tuition are £12 per annum for the Upper School, and £9 per annum for the Lower School. The boarding-fees, which are paid over to the Principal, are for the present fixed at £42 per annum, inclusive of everything except books.

Having regard to the spirit of the trust, the Trustees have founded six scholarships open to competition, giving free tuition, and in the case of boys residing at a distance from Wanganui the successful candidates are received by the Principal as boarders on payment of half-fees, and one without any payment. The Trustees hope, when the loans have been met out of the increased value of the estate, to be able to establish other scholarships, feeling convinced that this is the best course to take in order to throw open the advantages of the school to the sons of parents in needy

28th March, 1883.

O. WELLINGTON.

[illegible]

Examined and found correct, this 28th day of September, 1882.—DAVID LONDON, Collector of Customs, Wanganui. EDWARD CHURTON.

<i>Receipts.</i>	£	s.	d.		<i>Expenditure.</i>	£	s.	d.
Rents received .. .. .	613	17	3	SALARIES .. .. .	1,172	10	7	
School fees received .. ..	780	10	0	Interest .. .. .	216	1	3	
Amount received from Loan Company ..	600	0	0	Advertising, printing, &c. ..	30	9	5	
				Rates .. .. .	36	0	6	
				Firewood .. .. .	6	0	0	
				Gas .. .. .	37	9	4	
				Insurance .. .. .	21	0	0	
				Building Account .. .. .	633	1	9	
				Prizes .. .. .	18	2	6	
				Maid cleaning school .. .. .	12	16	8	
				Trustees' travelling expenses ..	2	10	0	
				Sundries .. .. .	6	1	4	
				Commission .. .. .	58	4	10	
	<u>£1,994</u>	<u>7</u>	<u>3</u>			<u>£2,250</u>	<u>8</u>	<u>2</u>

EDWARD CHURTON, Attorney to the Trustees.

## 1. GOVERNORS' REPORT.

Wellington College, Secretary's Office, 15th April, 1884.

Last year twenty-one boys from the College direct passed the Civil Service examination, six candidates passed the University Junior Scholarship examination, two of whom won scholarships, and six passed the matriculation examination. This year eight matriculated by passing the Junior

Scholarship examination, one of whom obtained a scholarship; and five passed the matriculation examination. In December the whole school was examined by the Rev W H. West, B.A., LL.B., and Mr. Macgregor, M.A., and annexed is their report on the work of the year

The Governors cannot report too highly of the marked ability and skill in management shown by Mr Mackay, and of the patient and honest labour, diligent care, and efficient and hearty co-operation of his staff in carrying on the work of the school. The appointment of an additional master has enabled the Headmaster to give more time to general supervision of the school, greatly to its advantage. The Headmaster reports that the discipline and moral tone of the pupils have given the highest satisfaction.

I have, &c.,

The Hon. the Minister of Education, Wellington.

A. DE B. BRANDON, Chairman.

## 2. REPORT of the EXAMINERS.

SIR,—

Wellington, 14th December 1883.

We have the honour to report that, as soon as we received your instructions to conduct the usual Christmas examinations of Wellington College, we lost no time in placing ourselves in communication with the Principal, with the view of ascertaining the precise nature and amount of the work assigned to us. We are pleased to learn that the institution has been making steady progress since last examination. There is an increase of fifty in the attendance, 201 pupils having been enrolled during the course of the session and a very marked advance in the amount of work done in the highest forms. On finding this, we thought it advisable to enter on our duties without delay, and so we examined the first four forms in arithmetic and the English branches about a month ago, leaving the higher forms and more advanced subjects to the last. In this way we have been able to go more carefully over the papers submitted to us, for the examination, except in the case of the two lowest forms, was conducted entirely in writing. During the course of it we visited the College four or five times, and spent two or three hours there on each of these occasions. We had thus an opportunity of seeing the boys at work, and were much pleased with the quiet and good order that everywhere prevailed. We beg now to submit to you the results of the examination we have just concluded. They are appended to this report. But, besides these presenting these dry tabulated results, we think it only right and proper to give a little detailed information in regard to the work of the various forms.

*Form VI.*—Beginning then with the Sixth and highest, we have to state that we were quite surprised at the amount of work overtaken during the year. They have done more, we have no hesitation in saying, than is done by first-year students in any of our universities. We were much afraid that a great deal of it must have been performed in a hasty and perfunctory manner; however, the papers given in by the boys have proved the contrary. They show they have a thorough mastery of the work they profess. The questions for this form, we should here state, were drawn up exactly on the lines of the New Zealand Junior Scholarship examination, and therefore may be regarded as about as crucial a test as the boys could well be subjected to. We are very glad to report that they acquitted themselves to our entire satisfaction in every subject. In these boys Mr. Mackay has a team of rare excellence, and he has evidently spared no pains on their training. Where all have done well, it seems somewhat invidious to particularize; but we cannot help making special mention of Meek and Bolton for their proficiency in all the subjects of the curriculum, of Smith for the excellence of his paper on science, of Galwey for his geometry and trigonometry, and of Treadwell for Greek.

*Form V.*—Of the next form we cannot speak in the same favourable terms. The papers for this form were modelled on those of the New Zealand University for matriculation, save that our mathematical papers were somewhat harder than the University's. The answering, we regret to say, did not quite come up to our anticipations. In Latin the only really excellent papers were those of Smith, Kebbell, and Morpeth, the others rising but little above mediocrity. In arithmetic and algebra, too, they completely broke down. As some set-off against this, however, they did exceedingly well in geometry, in French, and in the English subjects. This is the same form, we believe, on which we had to animadvert rather severely last year. There has been a marked change for the better, but there is yet room for improvement, and we trust that, by more determined effort, they will get a more favourable report when another examination comes round.

*Form IV.*—Coming to the next form, we again met with results of the most gratifying character. The boys of the upper division have acquitted themselves remarkably well in all subjects except algebra, in which, for some reason or other, a considerable number of them failed. In geometry and arithmetic, in Latin, French, and the English subjects, they have obtained splendid results. The lower division of the form does not appear to so much advantage. In Latin many of them did not attempt any translation, and only Smith, Hume, and Lyndon presented papers attaining the first degree of merit. In geometry little more than a dozen—Merlet and Coghill heading the list by a long interval—gained more than half marks. In algebra the results were a little better, but in arithmetic, in French, and in English their work was eminently satisfactory.

*Form III.*—In the Upper Third, as in the Upper Fourth, there is a large number of smart and intelligent boys, who did their work in a manner worthy of all praise. They obtained very high percentages in Latin, geometry, and arithmetic, and passed very fairly in algebra. In the English subjects we were thoroughly satisfied with the clearness and intelligence of their answers. The lower division of this form has also done well, and shown that they have got a firm hold of the work they have been doing. In Latin many of them failed to do justice to themselves by overlooking the sentences given for translation, and giving their time entirely to the grammatical part of the paper. They have been carefully grounded in arithmetic, and answered a really testing paper very satisfactorily. Their marks in English are also very high.

*Forms I and II.*—The First and Second Forms were examined *viva voce*, and also by work on their slates, and it was a source of much pleasure to us to see the readiness with which they



## 4. SCHOLARSHIP FUNDS.

				<i>Turnbull Fund.</i>									
<i>Receipts.</i>				£	s.	d.	<i>Expenditure.</i>				£	s.	d.
Balance brought forward—							Balance				£	1,383	4 4
Capital sum invested ..				£	1,000	0 0							
Interest (in Post-Office Savings-Bank) ..					319	5 10							
Interest on mortgages ..					50	0 0							
„ Savings-Bank ..					18	18 6							
					<u>£1,383</u>	<u>4 4</u>						<u>£1,383</u>	<u>4 4</u>
Balance—													
Invested in mortgages ..				£	1,000	0 0							
Deposited in Savings-Bank ..					383	4 4							
					<u>£1,383</u>	<u>4 4</u>							
<i>Moore Scholarship Fund.</i>													
				£	s.	d.					£	s.	d.
Balance brought forward..				£	500	0 0	Balance invested in mortgages ..				£	500	0 0
Balance invested in mortgages ..				£	500	0 0							
<i>Rhodes Scholarship Fund.</i>													
				£	s.	d.					£	s.	d.
Balance brought forward ..				£	500	0 0	Balance invested in mortgages ..				£	200	0 0
							„ deposited ..				£	300	0 0
					<u>£500</u>	<u>0 0</u>						<u>£500</u>	<u>0 0</u>
Balance ..				£	500	0 0							

## 5. STATEMENT of ASSETS and LIABILITIES on 31st December, 1883.

				<i>General Account.</i>									
<i>Assets.</i>				£	s.	d.	<i>Liabilities.</i>				£	s.	d.
Fees due	..	..	..	320	19	0	Bank overdraft	..	..	..	121	9	2
Rents due	..	..	..	317	10	0	Salaries, &c.	..	..	..	578	12	8
College Buildings (cost £12,000), and College Reserves, not less than	..	..	..	£5,000	0	0	Loan contracted for building purposes	..	..	..	£5,000	0	0
<i>Turnbull Scholarship Fund.</i>													
				£	s.	d.					£	s.	d.
Invested in mortgages	..	..	..	1,000	0	0	Prize, 1883	..	..	..	15	0	0
At Post-Office Savings-Bank	..	..	..	383	4	4							
				<u>£1,383</u>	<u>4</u>	<u>4</u>							
<i>Moore Scholarship Fund.</i>													
				£	s.	d.					Nil.		
Invested in mortgages	.	.	..	500	0	0							
<i>Rhodes Scholarship Fund.</i>													
				£	s.	d.					Nil.		
Invested in mortgages	..	..	..	200	0	0							
Deposited at interest	..	..	..	300	0	0							
				<u>£500</u>	<u>0</u>	<u>0</u>							

Wellington, 23rd February, 1884.

CHARLES P. POWLES, Secretary.

Examined and found correct.—R. MACALISTER, Provincial District Auditor.

## WELLINGTON GIRLS' HIGH SCHOOL.

## 1. GOVERNORS' REPORT.

SIR,—

Secretary's Office, 15th April, 1884.

In continuation of the letter of the 14th July, 1883, which appeared in the Appendix to the Journals of the House of Representatives, Session 1883, the Governors of Wellington College have the honour to report, for the information of the Hon. the Minister of Education, that the Wellington Girls' High School continues to be well supported, the number of pupils steadily increasing each quarter in spite of the very great disadvantage under which the school labours. The number on the books at the close of the last quarter of 1883 was ninety-three, with an average attendance of eighty-two. There are now 105 pupils attending, and, as the Governors are compelled to carry on the work of the school in the small temporary premises leased at the outset, it will be impossible to receive any more pupils unless further accommodation is provided. Indeed, it has actually been found necessary already to refuse admission to applicants. Such a necessity is obviously dangerous to the popularity and success of the school. There can be no doubt that, if the buildings were more suitable as regards position, size, and construction, the numbers would increase to such an extent as to make the institution self-supporting. The Governors hope, therefore, that Government will see their way to provide funds for the erection of a suitable building, as has been done in other places.

As has already been pointed out by the Board, the endowment of land in the Mangaone Block, from the impossibility of rendering it available for letting, proves at present to be a source of expense rather than of income, demands being made for fencing and rates.

Both in point of numbers and in the character of the work done the school has passed its opening year very successfully. This first year was necessarily one of preparation and change, the time being largely spent in getting the institution into full working order, but the report of the Rev. W. H. West, B.A., LL.B., and Mr. A. Macgregor, M.A., who examined it at Christmas, shows that good work is being done, though both teachers and pupils are much hampered by the inconvenience of the building and the want of room. A copy of the report is attached.

There is no boarding establishment in connection with the school. It is, however, highly desirable that one should be established, as it is a fact that owing to its absence girls from places even in the neighbourhood of Wellington are compelled to be sent elsewhere. The Board, however, from the want of funds, and the uncertainty respecting a building and site, are unable to enter into any negotiations in the matter. The subjects taught include those usual in the secondary schools of the colony, among which it is hoped the Wellington Girls' High School will take a prominent place. It is intended to send some of the pupils up for the University entrance examinations, though this object is kept in subordination to the more general one of imparting a useful education in English. It becomes daily more apparent how great a necessity existed for a girls' high school in Wellington.

In conclusion, the Governors desire to testify their gratification and high sense of the manner in which Miss Hamilton, the Lady Principal, has conducted the school in every respect, and the able assistance and hearty co-operation she has received from the members of the staff as reported by her.

I have, &c.,

A. DE B. BRANDON,  
Chairman.

The Hon. the Minister of Education.

## 2. REPORT of the EXAMINERS.

SIR,—

Wellington, 14th December, 1883.

We have the honour to report that we examined the Wellington Girls' High School last week. The examination extended over several days, and embraced all the subjects in the curriculum. In conformity with the desire of the Lady Principal it was conducted in the main by written papers throughout the whole school. The two lowest forms were also examined orally. The school, we may state, is divided into four forms, and the course of study embraces, in addition to the usual English subjects, Latin and French, geometry, and algebra. In drawing up papers for the various forms, several circumstances led us to be somewhat more lenient than we otherwise might have been. First of all, we had to take into consideration the fact that this was the first year of the school's existence, and that the pupils, by consequence, consisted of girls coming from a large number of different schools, and trained after different methods. Then we had to take account of the difficulties with which Miss Hamilton has had to contend owing to the inadequate accommodation at her disposal. In one respect the school may be said to have been too great a success. Pupils kept coming in in numbers far beyond the expectations of its most enthusiastic promoters. Few anticipated that the attendance, at any rate during the first year of its operations, would exceed sixty pupils: instead of this it has mounted up to close upon one hundred. Hence, the present building has proved too small, and nothing operates more against successful work in a school than insufficient accommodation. And, lastly, we made a slight allowance for the not unnatural nervousness of girls in facing their first examination by outside inspectors. All these considerations weighed with us in pitching our papers, and we did not think that on the present occasion we ought to apply a much higher test than that applied to the Upper Fourth Form at Wellington College. We have now much pleasure in laying the results of the examination before you. We would like, however, to offer a few words of comment on the work of the various forms.

*Form IV.*—The work done by the Fourth in grammar, history, geography, and English literature was, in the majority of cases, fairly good. A few fell short of our requirements, but two of the members of this form—R. Rolleston and E. Krull—distinguished themselves in a marked manner. The papers sent in by each of these girls in the English subjects are admirable for the fulness and accuracy of the answering. In arithmetic too the class, as a whole, has done very well, while the same two girls are deserving of special mention.

*Form III.*—Of the Third Form we have to repeat what we have just said respecting the Fourth. A good percentage of marks was obtained by a majority of the girls in the several subjects of the course—viz., grammar, history, geography, arithmetic, and English literature. A few showed signs of weakness in some of the subjects, but on the part of two members of the form—Kathleen Reader and Amy Meek—the answering was of exceptional excellence.

*Forms I. and II.*—In respect to the First and Second Forms we have to report very fair results in all the subjects—viz., history, geography, arithmetic, and dictation. We are satisfied, from what we have seen of their work, that the methods of teaching adopted are sound, and that the pupils are exercised in those aspects of the several subjects that are of permanent value.

We are pleased to report that lectures on health have been delivered to the Third and Fourth Forms during the year. The answers sent in by each of these forms to the questions put on this subject showed an intelligent acquaintance with the simpler facts relating to the structure of the human body and the best means of preserving it in a healthy condition. French has been taught with much success in all the forms, as is clearly evidenced by the high percentages gained by the majority of the girls. Latin, again, has been taken up by only twenty-three of the girls. They form three divisions. The highest has only got as far as the passive voice of the regular verbs. The ground covered during the year is not very extensive, but the work has been very thoroughly done, and as a consequence very high marks have been gained by all the pupils. Fifteen girls have





## 3. ESTIMATED ASSETS and LIABILITIES on 31st December, 1883.

<i>Assets.</i>			<i>Liabilities.</i>		
	£	s. d.		£	s. d.
Mortgage securities—			Governors of College—		
General endowment .. ..	7,700	17 6	Amount of fees invested	1,500	0 0
Scholarship endowment	1,000	0 0	Balance of fees due 31st December, 1882	20	17 6
Simmons prize	100	0 0	Fees payable for the year 1883 ..	100	0 0
Governors' fees	1,500	0 0	Mrs. Edwards, loan at 6 per cent. interest	5,000	0 0
Balance of Loan Account (general endowment) at Bank of New Zealand on fixed deposit	2,500	0 0	Balance of purchase-money of part of site of Girls' College ..	300	0 0
Current account	2,771	12 9	Outstanding accounts	200	0 0
Freehold property, exclusive of buildings	12,025	0 0	Estimated loss in collection of arrears included in assets	500	0 0
College buildings—			Debtor balance of working accounts at the Bank of New Zealand	1,428	15 10
Boys' College	7,414	1 3			
Add repairs, &c., 1883 ..	618	0 11			
	8,032	2 2			
Less depreciation, 5 per cent.	401	12 2			
		7,630 10 0			
Girls' College	5,478	19 10			
Less depreciation, 5 per cent.	273	19 0			
		5,205 0 10			
College furniture—					
Girls' College	1,710	7 2			
Less depreciation, 5 per cent.	85	10 0			
		1,624 17 2			
Boys' College		919 1 1			
Interest due upon loans		979 17 10			
Rents due from endowments		195 0 0			
Board and tuition fees due—					
Boys' College		484 4 3			
Girls' College		418 0 3			
Interest accrued (fixed deposit)		100 0 0			
	£45,154	1 8	Balance, excess of assets over liabilities	36,104	8 4
				£45,154	1 8

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, J. T. CATLEY, Auditors.

## 4. STATEMENT of RECEIPTS and EXPENDITURE on account of COLLEGE for GIRLS, for the Year ending 31st December, 1883.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Mrs. Edwards	5,000	0 0	Balance on 31st December, 1882	3,144	4 5
Tuition Account	1,376	17 3	Overdraft at Bank of New Zealand	3,409	15 5
Boarding Account	1,058	3 0	Building Account	772	8 1
Government subsidy	500	0 0	Miscellaneous Account ..	1,256	19 3
School Commissioners' subsidy	950	0 0	Tuition Account	697	19 9
Balance—			Boarding Account	1,710	7 2
Overdraft at Bank of New Zealand	2,111	19 6	Furniture Account	59	16 3
Cheques not presented	54	10 7	Stationery Account		
	£11,051	10 4		£11,051	10 4

OSWALD CURTIS, Secretary

We certify that we have examined the above accounts and found them to be correct.—H. C. DANIELL, J. T. CATLEY, Auditors.

## CHRISTCHURCH BOYS' HIGH SCHOOL.

[Account furnished by the Registrar of Canterbury College.]

## 1. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1883.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance.	275	7 1	Salaries ..	2,723	9 10
School fees	1,670	11 0	Insurance	21	0 0
Rent of reserves	2,132	6 5	Rates	102	12 9
Interest	15	19 10	Rent of land	7	10 0
			Interest on debt	257	13 0
			Examiners' fees (1882 and 1883)	107	2 0
			Solicitor's fees	9	0 10
			Incidentals	578	16 5
			Contribution to Registrar's office expenses	80	0 0
			School of Art (drawing)	90	0 0
			Balance	116	19 6
	£4,094	4 4		£4,094	4 4
Balance on 1st January, 1884	£116	19 6			

The above statement has been extracted from the audited accounts of Canterbury College.

## 2. REPORT of the EXAMINER in ENGLISH.

SIR,—

I have the honour to submit my report for 1883 on the English of the Boys' High School. I find there is a very considerable improvement in the school. Not only has more work been done than last year, but a higher percentage of marks has been gained. Last year it was 39½ per cent., if the marks gained in reading and spelling by the two higher classes be excluded, this year I did not examine these classes in these two subjects, and the general percentage over the school in English is 43½—*i.e.*, 4 per cent. higher than last year. Yet four of the best boys in the school did not sit at the examination. I set a more difficult paper in composition, and I have no doubt that the change of teachers in the Lower School has kept the percentage down, for that is a circumstance in the life of a school that always seriously affects the quality of its work. The classes that show most advance are the Upper and Lower Third—the former obtained 34½ per cent. last year, whilst it has 44 this year, the latter obtained 32 last year, whilst it has 46 this. Part of this advance is, doubtless, owing to the hour and a half per week which has been added to the time devoted by these classes to this subject this year. But it cannot be wholly due to this, as the First and Second, which have also had an hour and a half more time, have a percentage somewhat lower than the corresponding classes of last year. The class that obtains the lowest percentage in the school is, as last year, the Fourth, but there is a considerable advance in it—last year this class obtained only 30 per cent., this year it obtains 36, and this advance has been made without any addition to the time spent on the subject. The lower percentage obtained by the Fifth or highest class does not imply any degeneration in the work, for the increase in the amount of work is much greater in this than in any other class—the class has grown to twice its former size, and four of the best boys did not sit at the papers, being engaged at the time in the matriculation examination. The greatest advance all over the school has been made in English literature, the Upper Third and Lower Third having done this extremely well, obtaining 55½ and 57 per cent. respectively, as against 31 and 24 last year. The Fourth has also made considerable advance—no less than 15 per cent. in this branch.

In grammar the school, as a whole, gains a lower percentage—the Second and the Lower Third have advanced, whilst the First, the Upper Third, and the Fourth have not done their work so well.

In composition there is a slight advance, the percentage of last year being 31, and that of this year 32½, progress being made by the First, the Fourth, and most of all by the Second, whilst the Lower Third and the Fifth have about the same percentage as before, and the Upper Third has a much lower. But of all the branches of English it is this last that would need most attention—30 per cent., which is the average marking of the four higher classes, in this is a low percentage. Some of the boys, especially in the Fifth, write neat little essays, but I found a monotony in the ideas and expression which showed that the intelligence of the boys was not so well developed as might have been expected from their age. Three boys in the Fifth gained above 50 per cent. for their essays, having got somewhat clear of this monotony. Since the examination I have read an essay by the best of these boys, written for a prize offered by the Headmaster. This has been done at home, is lengthy, and has, therefore, given fuller scope for the writer's intelligence, and I find it so thoughtful, well-composed, and promising, that I fancy the boys of the Fifth would have done much more justice to themselves in their essays had they been allowed longer than the hour allotted to composition in the time-table of school examinations. The least hopeful sign in the composition of the school is its marked failure in the exercise I set on work they had not done; the Fourth and Fifth were unable to correct a faulty sentence, and the Third was unable to amalgamate a few short sentences into one.

Of the two parts of the school the lower part has been, as last year, the most successful in the English examination, and this is all the more remarkable as the discipline of the three lowest classes is not to be compared with that of the three upper. Both last year and this I noticed in my oral examination of the school that it cost the masters of the lower classes a considerable strain to keep order. Nor can the blame be laid on the masters themselves, as they have been changed since last year. The fault, perhaps, is to be found in the cessation of the check of corporal punishment. When boys pass from the primary schools into this secondary school, this check is removed; and it is a question whether the one substituted is sufficient for such young boys as have but recently left so different a discipline. When they have been long enough in the school to appreciate the force of less physical punishments,—when, in fact, they have passed into the upper part of the school,—it is evident that the discipline in vogue keeps them in excellent order. If only the best-behaved boys from the primary schools were to enter the High School, the punishments would, without a doubt, be quite efficient. But, with the exuberance of spirits in the more irrepressible boys, it is a question whether a more prompt method of punishment is not required for the maintenance of perfect order. But it is all the more satisfactory to find that, even with this fault in the Lower School, good results have been obtained, and that all over the school there has been such an advance in the work as a whole.

I attach comparative tables of the work done in each branch of English during 1882 and 1883, and shall close my report with a table showing, in brief, the percentages obtained by the whole school in each branch at the examinations of these two years.

J M. BROWN.

The Chairman, Board of Governors.

## 3. REPORT of the EXAMINER in LATIN, GREEK, and HISTORY

GENTLEMEN,—

Canterbury College, 18th November, 1883.

I was appointed by you to examine the Boys' High School in Latin, Roman history, Greek, and English history. I have the honour to report to you the result of my examination.

*Latin.*—Lower First, Division II. There seems to be a distinct line of demarcation in this form, about half of them doing their work very well, the remainder, considering their age and opportunities, did fairly. If the staff of masters were larger it would be possible to make two forms out of this class with advantage.—Lower First, Division I. The work done was satisfactory, in the case of a few boys, very good.—Upper First. The work here was also quite satisfactory.—Second Form. The work was very good.—Third Form. I cannot report so well of the work of this form. It is, however, a large form just emerging from what may be called the “Delectus” period, and attempting Latin authors without having the way smoothed for it by any of the ingenious and sympathizing devices whereby it is sought to make learning easy. Every teacher knows that such a transition period is inevitable, and necessary, and “profitable for edifying,” but it is a trying period to all concerned, for the “edifice” progresses so slowly that it is often difficult for both boys and masters to believe it is making any progress at all.—Fourth Form. The translation was satisfactory, perhaps a little stiff in style, but there was a remarkable absence of nonsense, such as far more ambitious pupils are only too apt to write down, in the hope that an examiner may discover some meaning in it. The Latin composition paper was rather hard, but was done very fairly, and free from bad grammatical errors.—Fifth Form. Several of the boys were absent, being in for a matriculation examination. The translation and composition were both good, accurate, and intelligent. Though not so striking as it was last year, yet the work is even more promising, for the standard is higher, and the boys are younger, and promise to make better scholars for their age. The paper in Latin accidence was well done throughout the school.

*Roman and General History.*—This part of the work was very well done. The boys had evidently been well taught throughout. I do not mean to say that there were no examples of error, both amusing and astounding, but I have always believed that it is fairer to attribute such mistakes to what one may call original sin on the part of the boy. For example, when a boy says that “the ancient Britons were red, but they painted themselves blue,” one can scarcely find fault with a teacher because it has not, perhaps, occurred to him to inform his class that an unpainted ancient Briton was more or less white. The questions were answered correctly and fully, and, what is more important still, they were not answered in the words of the book. The boys used words and expressions of their own, sometimes, it is true, more colloquial than classical, yet such as showed that they not only knew their facts, but realized also the relation of the facts to each other and could trust themselves to tell the story in their own words.

*Greek.*—In this subject, as in Latin, some of the best boys were absent, and for the same reason. I was, therefore, unable to examine the highest form, viz., the Fifth, but the record of work sent in is well up to the mark of the fifth form of an English public school.—Form Four. The work was very accurately done, and very promising in the translation. The Greek prose composition was a little hard, but was very fairly done. Some of the reading had been done privately without the supervision of the form-master. This is a frequent practice in the higher forms of English schools, and tends, I think, to promote self-reliance and stimulate thought. In the lower forms the work in Greek was very satisfactory. I was especially struck with the familiarity that the boys showed with the grammar of the language.

With regard to the work as a whole, I would point out that the standard, especially in Latin and Greek, has risen considerably. Last year the highest work was up to Fourth Form standard; this year it is no misnomer to call the highest form a Fifth Form. This is the most remarkable in the case of Greek, because, as I remarked last year, this subject labours under considerable disadvantages. I must notice, too, that the English used in translating was singularly clear and grammatical, and free from that sort of nonsense which at once shows that a boy is working in the dark. For the benefit of those who attach importance to the comparison of one year's marks with those of another, I may say that the marks gained this year were higher than last. Not that I mean to say that it necessarily conveys any idea of the true state of a form to say, for example, the Fifth Form is  $4\frac{1}{2}$  per cent. better or worse than it was last year. For this to have any meaning one must assume that the work done by the form, and the papers set by the examiner, were exactly equal in difficulty both this year and last year. And, even if such an assumption were possible, this comparison of average percentages may be very unfair to a teacher. One or two beginners or stupid boys, added to the form in the term just preceding the examination, may bring down the average 10 per cent. My experience in teaching and examining for the last thirteen years leads me to think that such comparisons of averages only mislead, by an appearance of accuracy, the governors of schools. It is enough to certify that the work attempted this year is higher than that of last year, and that it has been done sufficiently well to justify the attempt. Even were the marks lower than last year, yet everybody knows that higher work well attempted is an advance upon lower work perfectly mastered.

I have, &c.,

F W HASLAM,

Professor of Classics.

The Governors, Boys' High School, Christchurch.

#### 4. REPORT of the EXAMINER in FRENCH.

*Juniors.*—Very good throughout, especially J Watt, R. Shanks, and Priest.

*Form I.*—Very good throughout, especially J W Nutt and Hyndman.

*Upper First.*—Particularly good, especially Greenwood, F Gibson, Nathan, and Maclaren.

*Form II.*—Hardly satisfactory.

*Form III.*—Very good indeed, especially A. Bailey, T. A. B. Bailey, A. W. Newton, and Butterfield.

*Form IV.*—Translations from French into English good, grammar and translation from English into French not very satisfactory.

Canterbury College, 17th December, 1883.

CHAS. TURRELL, M.A., Examiner.

It has been brought under my notice that three boys belonging to Form IV of the Boys' High School were not present at the French examination, as they were then undergoing examinations for the University. It is to be presumed that these were the best, and that their work would have made the report of the form, which consists of eight boys only considerably better.

18th December, 1883.

CHAS. TURRELL.

#### 5. REPORT of the EXAMINER in SCIENCE

SIR,—

Christchurch, 17th December 1883.

I have the honour to report on the science work of the Boys' High School. The following are the subjects examined in First and second physics, chemistry, physiology, botany, physical geography. Both the first and second physics show evidence of good teaching, and all the work of a somewhat long syllabus appears to have been carefully gone through, as all the questions have been answered accurately many times throughout the class but taken as a whole the marks are not high. I should imagine that this is due to the fact of the work not having been sufficiently reviewed. The part of the subject that appears weakest on the whole is that relating to the elementary ideas of force, the laws of motion, of inertia, &c. The questions on the general elementary principles of heat, light, and sound are, as a rule, well answered and throughout the papers there are many pleasant evidences of the pupils having been taught to use their brains and think for themselves.

The chemistry papers are hardly so satisfactory as the physics. In speaking of this to the teacher, he told me that the difficulty they laboured under in this matter was the want of a laboratory. It would be very desirable if a small shed could be fitted up as a laboratory, as this would not only be very useful for a few of the more advanced boys to work in, but it would render it easy to prepare a few class-lecture experiments both in chemistry and physics. One or two experiments to each chemical and physical lecture give both interest and reality to the subject. But in every school experiment success is of prime importance, for the discipline of the class, and a laboratory to keep and get ready apparatus is a great help in this respect.

A few of the boys have answered the questions set in physiology in a remarkably able manner, and throughout the class the work is well done. A few of the boys show, however, that they remember the diagrams more through the eye than the mind. But generally the work is very creditable to the school. A few boys only took botany, which, as a whole, is fairly well done, there is rather a tendency of some of the boys to guess the answers. The work in physical geography covered the whole of Page's text-book, and, considering the amount of the work, was very well done. A question on the origin of the trade-winds was answered better on the whole throughout the class than is usual with University students, but questions relating to evaporation and clouds, &c., were not anything like so well done.

Taken as a whole, the science work of the Boys' High School is on a very satisfactory footing, and fair progress has been made during the year.

I have, &c.,

The Chairman, Board of Governors, Canterbury College.

A. W. BICKERTON.

#### 6. REPORT of the EXAMINER in MATHEMATICS and GEOGRAPHY.

SIR,—

Canterbury College, 19th December, 1883.

I have the honour to report that I have examined the Boys' High School in mathematics and in geography.

In geography, the best results were shown by the First and Fifth Forms, the work in the Third was satisfactory, that in the Fourth was hardly so good, the work done by the Second Form was neither large in amount nor good in quality.

In arithmetic, the Lower First did well the work in which it was examined—namely, the first four rules, simple and compound. The Upper First did, in addition to these, practice and elementary vulgar fractions the work of this form was well done, two boys obtaining full marks, and several being very high. The Lower Second did not come out so well, there are six who obtained high marks, but the remainder fall away very rapidly from these. The form, as a whole, is weak in fractions, and more attention is needed to the way in which the work is put down. In the Upper Second the arithmetic was excellent, nearly all the boys obtained high marks, and the papers, with scarce an exception, were remarkably neat and good in every particular. In the Third Form the arithmetic was fairly well done the prevailing fault was want of accuracy, but more attention is also needed to the manner in which the work is done. The Fourth and Fifth Forms had the same paper in arithmetic, and though it was decidedly hard it was satisfactorily done. Most of the papers, too, in these forms, were neat and good in style.

In Euclid, nearly all the Second Form are beginners. In both divisions, however, more attention is necessary to explain to the boys the logical nature of the argument in the early propositions. In the Third and Fourth Forms the Euclid was satisfactory both, however, should attend more carefully to the definitions, and in the Third the constructions should be given more fully. The Fourth was good in this particular. The one boy who did the Euclid in the Fifth Form (for some boys were away from both the Fourth and Fifth at the University entrance examination) did his paper exceedingly well.

In algebra, the papers set were rather hard, and therefore the results do not appear to be quite so good as might have been expected. The Upper Second are mere beginners; the Third and Fourth Forms did the work fairly, but in both more attention must be given to the use of brackets, to factors, and to fractions. I think that, perhaps, both of these forms, as well as the Fifth, have gone on a little too fast. In trigonometry, not very much has yet been done in the school.

Speaking generally of the mathematical subjects, I may say that a considerable advance has been made during the year both in the amount and in the quality of the work done in the school.

It only remains that I should add that the order and discipline of the school appear to me to be very good, and I had good opportunities of judging, as I spent six hours in various rooms at *viva voce* work.

I am, &c.,

The Chairman, Board of Governors.

C. H. H. Cook.

#### 7 REPORT of J. H. POPE, Esq., GOVERNMENT INSPECTOR.

SIR,—

Education Department, Wellington, 8th December, 1883.

I have the honour to report that, in accordance with your instructions, I visited and inspected the Christchurch Boys' High School on the 1st December. The school was in full operation at the time of my visit, and every opportunity was afforded me of gaining information as to the management and working of the school. The staff consists of Mr T. Miller, M.A., Headmaster, Mr. G. Hogben, M.A., and five other masters. Besides these, there are visiting masters, who teach singing, drill, swimming, &c.

The organization of the school is based upon the principle of distinct classification for each subject. A boy may be in the highest form in mathematics, in a middle form for English, and in the lowest form for Latin. It is found necessary to adopt this plan because so many of the boys that come up from district and other schools are found to be well advanced in one or two subjects and very backward in others. A similar principle is acted upon in the case of the masters. Every teacher is, of course, stronger in some subjects than in others. Matters are so arranged, therefore, that the higher classes in each subject are given to the masters that are strongest in that subject.

There are now 132 boys attending the school; these are arranged in classes as follows: Lower I., 27, Upper I., 23, II., 28, III., 27, IV., 15, V., 9. These are the numbers in each class where Latin is taken as the basis of classification.

The following statement will show what subjects are taught, and how much time is devoted to each subject: Latin,  $6\frac{1}{2}$  hours, mathematics,  $5\frac{1}{2}$  or 6 hours, English,  $4\frac{1}{2}$  hours; French,  $2\frac{1}{4}$  hours, history,  $1\frac{1}{2}$  hours, geography,  $1\frac{1}{2}$  hours, science, 5 hours. All boys, except in one or two special cases, are taught the subjects mentioned.

A good deal of science work has been done. The subjects were chemistry, physiology, and botany. Greek is an extra and optional subject: the few boys that take it are well advanced; they are reading Thucydides and Euripides. Drawing is done at the Art School. Singing and drill receive due attention.

The discipline is on the whole good, but in one room, in which two classes assemble, there is much disorder: this is to some extent caused by the room being large and resonant. When the building was being designed perhaps there was a little too much anxiety to produce an elegant building, and too little care taken to make it thoroughly suitable for school purposes. Anyway, it is very desirable that the difficulty referred to should be got over immediately. Perhaps a substantial partition is the only remedy that would be effectual.

The "school tone" of the boys taught by the Headmaster and the second master is good, these boys work with a will, and show satisfactory interest in all the school business.

I saw the second master give lessons in geometry, Latin, and French: the teaching seemed to me to be clear, vigorous, and well fitted to arouse and sustain the boys' attention. Perhaps, however, it would be an improvement if the boys were made to use their tongues a little more and their pens a little less frequently than they actually do.

A lesson in Latin composition was given to the senior boys by the Headmaster. The work was made a sort of joint-stock affair, the Headmaster became for the time as one of the boys. He asked for and received such assistance as they were able to give, led them, skilfully, to find out when and how the advice given by them was unsound, told them nothing until every means of eliciting what *they* knew had been tried, and generally made the work interesting, instructive, and highly educational. It is a general opinion that the strength of secondary-school teachers does not, as a rule, lie in what is technically called "method." Perhaps this opinion is correct to a certain extent, but it would not hold good with regard to the upper part of this school. The form of the lessons given would satisfy the most exacting primary-school inspector: of course it is unnecessary for me to say anything about the matter of lessons given by a distinguished scholar. In a French lesson given in a lower part of the school, I noticed that a passage in a French book was read over and over again by individual pupils, the other members of the class being virtually idle while one boy was reading. If the master had read the lesson to the scholars clause by clause, then sentence by sentence, and finally paragraph by paragraph, making all the class follow him simultaneously, very much time would have been saved, all the boys would have been profitably employed, and each one would have had three times as much practice in reading French as he actually did have. It would have been easy to test the work afterwards by making two or three of the boys read alone.

The handwriting of the boys is, on the whole, poor. The subject is not taught by a skilled master. I think this is a weak point in the school, every boy who enters, say, Form IV should already have a well-formed hand.

I gather from what I saw that a good deal of attention is paid to English composition, and that it is well taught. I am inclined to think, however, that the subjects chosen for essays, &c., are generally of a too purely *literary* character. I was glad to see, however, that a prize is offered for the best essay on a scientific subject.

The masters in the lower part of the school are changed very frequently, no one seems to remain in the school more than a few months. The reason is, I suppose, that these masters, being necessarily men of good attainments, find it easy to better their positions and secure much higher

\* The upper classes devote rather less time (half an hour a week) to arithmetic.

† The junior classes have one hour extra in which they do dictation, spelling, &c.

salaries than this institution can afford to give them. Anyway, this state of matters is greatly to be regretted. I should think that it would be advantageous to reduce the staff somewhat, and to give the masters of the Lower School more boys and higher salaries. In a primary school a good master will manage forty or fifty advanced pupils very comfortably. It would probably be possible to get three masters, well used to collective teaching, to take charge of a hundred boys, and to teach them very effectively. This would leave about thirty boys to be attended to by two senior masters. If some such arrangement could be made I feel sure that any little imperfections in the classification that would result would be more than compensated for by the advantage of permanently retaining the services of good men, thoroughly acquainted with the pupils and with the working of the school.

The remarks made in my report on the Girls' High School with regard to the influence of the annual examinations on the work of the school are applicable to this school also, to a certain extent. Boys, however, are less likely than girls to be injured by overwork, for two reasons: they are physically stronger, and they protect themselves in some degree by insisting, in ways of their own, on having sufficient time allowed them for cricket, football, and other recreations.

I have, &c.,

The Secretary for Education.

JAMES H. POPE.

### CHRISTCHURCH GIRLS' HIGH SCHOOL.

#### 1. STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ending 31st December, 1883.

[Account furnished by the Registrar of Canterbury College.]

<i>Receipts.</i>	£	s.	d.	<i>Expenditure.</i>	£	s.	d.
Balance, 1st January, 1883	68	13	7	Salaries	1,054	12	7
Rent of reserves	232	0	6	Allowance to late Lady Principal	123	0	0
Interest on loans	247	9	8	Insurance	13	10	0
Investment $\frac{1}{4}$ -acre section	54	0	0	Rent of gymnasium	35	0	0
School fees	1,013	5	1	Rent of ground	54	0	0
Grant from School Commissioners	200	0	0	Solicitor's fees	4	4	0
Interest	14	13	10	Hire of chairs	6	5	0
				Gas-fittings	4	10	0
				Examiners' fees	71	8	0
				Rates	46	1	11
				Incidentals	194	11	4
				Contribution to Registrar's office expenses	60	0	0
				Contribution to School of Art	14	11	8
				Balance	148	8	2
	<u>£1,830</u>	<u>2</u>	<u>8</u>		<u>£1,830</u>	<u>2</u>	<u>8</u>
Balance, 1st January, 1884	£148	8	2				

This statement has been extracted from the audited accounts of Canterbury College.

#### 2. REPORT of the EXAMINER in ENGLISH HISTORY and GEOGRAPHY.

SIR,—

I have the honour to submit my report for 1883 on the Girls' High School in English history and geography.

English I have this year divided into composition, grammar, and literature, and intend to give a separate report on each, as I consider English composition too important to be massed with grammar, whilst English literature is taught through only a part of the school. In each subject I set a three hours' paper, with an additional paper in two subjects for the Upper Sixth. For the two lowest classes (Class I. and Class II.) I set the same papers in all the subjects, as they were taught together, and in the results I have accordingly considered them as a single class. Last year they were taught separately, and did different work, and were counted in the results as two classes. The Sixth or highest class, on the other hand, I have taken as two, inasmuch as the Upper Sixth has done all the work set for the Junior Scholarship examination, the Lower Sixth only about three-fourths of it. In all, seventy-six girls have been examined in the subjects this year, as against seventy-two last year.

In English, the school taken as a whole has reached the very high percentage of 58 (1 per cent. beyond the last year's average, if all the marks for reading be omitted from the percentages of the two highest classes—an omission that reduces the general percentage considerably), and 50 per cent. I consider a high average of marks for a good secondary school. Some idea of the high standard of education which this means may be obtained by comparing it with the average of the eight best in English in the University Junior or entrance Scholarship examination for this examination the very best pupils of all the best secondary schools in New Zealand enter, and the highest average obtained by the eight best in English for the last five or six years has been  $57\frac{1}{2}$  per cent. But a more exact comparison will be found in the work of the Sixth Class, for which I set papers of the same scope and difficulty as are usually set for Junior Scholarships. In this class I examined eight, and the average of the work of these eight in English composition, grammar, and literature was 71 per cent., *i.e.*,  $13\frac{1}{2}$  per cent. beyond the highest average obtained by the best eight that have ever competed in the University Junior Scholarship examination. Before I made these percentages and comparisons, I was convinced I had rarely read papers equal to those of the Upper Sixth even amongst the best of my own students, so accurate and wide was the work and still more so thoughtful and intelligent was it. And that these results were not obtained by any undue proportion of the time being devoted to English is evident from the fact that four and a half hours is the time allotted per week to it.

The greatest advance has been made in English literature and composition—the two branches that are by far the most important in a secondary-school course. The grammar and philology of the Sixth Class is not so good as it was last year by 6 per cent. but its English literature is 6 per cent. better, and its composition 8 per cent. better. So good is the composition of these eight girls that, I am satisfied, had they acquired nothing else during their school course, they would be well equipped for success in life. But excellence in composition is not confined to this class—it is excellent right through the school—a point that places the school almost in a category by itself amongst the secondary schools of New Zealand, if utility is the first aim in education. No accomplishment is such a valuable outfit for a boy or girl in going out into the struggle of life. But, even if it were not so useful in life, it seems to me to be one of the best tests of intelligence in children, and one of the best instruments for the development of intelligence. Most other subjects may be mastered by a facile memory, and that is generally the bane of clever children. But to deal with whatever new subject is offered to the thoughts, to manipulate it without lapse of good sense, and to give quick expression to the ideas on it without verbiage, means a thorough training of the intelligence, and that all this is possible even in the youngest child that enters a secondary school, I am convinced by my examination of the Girls' High School. But it is a high and difficult task for the teacher to invent methods for the teaching of composition, and the task is generally avoided, inasmuch as the older subjects, like classics and mathematics, have traditional methods and formulas ready for them to apply without any very great stretch of thought. The failure of English in schools as a training of the mind is due to the fact that teachers of classics were the first to turn their attention to the subject, and made it a mere unimportant appendage to their main duties. The methods of classics, then, were necessarily adopted in it—the method of beginning with an elaborate grammatical technology in a language that has few or no inflections, and the method of continuing the study by an elaborate commentary on the text of books which, written as they are in the language of the scholars, need no special elucidation. These methods are good in their place, but their place should be a subordinate one, they should be subordinated in an English school course to composition, as they are subordinated in a classical school course to translation and composition. Every piece of English a pupil deals with he should be taught to transform and put into his own words, every English sentence he reads he should be taught to recognize the merits and faults of, and to reproduce in different words and order. Mere theoretical grammar has gained far too important a place in the teaching of English, and will retain it as long as teachers prefer to communicate information in preference to developing intelligence.

I am all the more pleased, therefore, to find English composition take so high a place in this school, whilst the grammatical and philological study of the language and the knowledge of the literature are by no means neglected. In these two latter all the Junior Scholarship work has been covered by the Upper Sixth, three-fourths of it by the Lower Sixth and the Fifth, and some parts of next year's Junior Scholarship work by the Fourth. But they have not confined themselves to this. All but the first and second classes have studied either a period of English literature or some of the great authors from the side of their life and works, and the upper classes have done very thoroughly Morris's Historical Grammar and part of Earle's Philology.

To history and geography, which are to be classed with the last two branches of English as training the memory and filling the mind with knowledge more than training the intelligence, the school rightly gives but a small part of its time. No class has spent more than one hour and a half per week on either subject, and one class has spent as little as three-quarters of an hour per week on history and an hour on geography. And yet the amount of work covered is very considerable. The Sixth Class, both Upper and Lower, have done in history all the period required for Junior Scholarships, from the reign of Elizabeth to the reign of Victoria, the Upper Sixth has done in geography the physical and political geography of the world, and the Lower Sixth about one-fifth of this. The class that has done the smallest amount of work in history is the Fifth, it has done only the reign of Elizabeth, but it has done it in a very thorough manner, and has gained the highest percentage except the Upper Sixth. This class, which is an extremely intelligent one, might have done in the time allotted to it all the period set for matriculation.

As I have not examined this school before in either history or geography, I cannot compare its work this year with that of any former year. But I have taken the average of marks obtained by the eight best in history and geography in the University Junior Scholarship examination of last year, and find that it is  $54\frac{1}{2}$  per cent., and the excellence of the school's work will be seen when I state that over the whole of it the average is 57 per cent. in the two subjects taken together, 56 per cent. in history and 58 per cent. in geography, whilst the average of the Sixth or highest class, consisting of eight girls, is 67 per cent.—i.e.,  $12\frac{1}{2}$  per cent. more than the average of the eight best of the secondary schools in New Zealand last year.

The two weak points of the school are the First Class and Third. The percentage of each in English is on the whole lower than that of the corresponding classes of last year, whilst in history and geography they have far the lowest percentages in the school. But this is scarcely to be wondered at, as almost one-half of each class have been in the school only a few months. The Second, which is, on the other hand, almost made up of girls who have been in the school a full year, has gained in all its subjects above 50 per cent., a fact that shows how the lower percentage generally obtained by the lower part of the school is not due to the teaching, but solely to the shorter time the pupils have been under its influence. The three highest classes, which consist almost solely of girls that have been two or more years in the school, are at least 25 per cent. more efficient than the rest of the school, and by far the most intelligent and best-educated girls are those that have obtained all their secondary education in the school.

As in former years I have spent the greater part of two days in the school occupied with oral examination, and I have to speak as last year in the highest terms of the discipline and tone all through, the gentlest and most courteous relationships held between teacher and taught the *brusquerie* of manner which I noticed occasionally in the earlier years of the school—a fault that

was bound to appear in a public school until it had been sifted and selected as it has been now—has completely disappeared, and a quiet thoughtful type of character—which is ever the truest source of good manners—prevails throughout. There is also manifest the greatest enthusiasm for work, and the ordinary duty of the teacher is here often reversed, inasmuch as the mistresses have to check the ardour of the girls instead of stimulating it. But perhaps the most noticeable improvement through all the classes is of a different kind—one could easily see, in spite of their tired looks from their long and difficult examinations, that the physique of the pupils is far more robust than before. This is doubtless due to the attention now paid to gymnastics and lawn tennis in the school, and to the judicious reduction in the amount of home work.

I attach to my report comparative tables of the percentages obtained by each class in each subject for 1882 and for 1883. But I shall close it with a short table, comparing the work of these two sessions with the percentages obtained by the eight best candidates for Junior Scholarships in last year's University Junior Scholarship examination:—

Subject.	Girls' High School Percentage for 1882.	Girls' High School Percentage for 1883.	Average Percentage of the Eight Best Candidates for Junior Scholarships in the Examination held through- out New Zealand in 1882.
English composition	56 p.c.	58 p.c.	57½ p.c.
English grammar ..	54 „	54½ „	
English literature	49 „	63 „	
Reading and spelling of the four lower classes ..	56 „	65 „	54½ p.c.
History		56 „	
Geography		58 „	

The Chairman, Board of Governors.

I have, &c.,  
J M. BROWN

3. REPORT of the EXAMINER in LATIN and ROMAN HISTORY.

GENTLEMEN,—

I was appointed by you to examine the Girls' High School in Latin and Roman history. I have the honour to report to you the result of the examination.

*Latin.*—Class III. This is the lowest form that does Latin. I am glad to be able to report very favourably of the examination in all three divisions of this form. The last two divisions had evidently had great pains bestowed upon them. Their ages vary from seventeen to twelve, and anybody with any experience in education knows that such a class requires a great deal of management to keep it together. The two little girls in Division I. knew their work so well that it was impossible to make any difference between them. In fact, they knew it so well that they could, I think, have begun higher work. But this, if a fault at all, is a fault on the right side.—Class IV., Division II. This is a class which is just beginning to emerge from the short sentences of the Principia and attack more continuous Latin reading. This is a much more difficult step than anybody but those who have had actual experience of it would believe, and it is perfectly legitimate and often necessary for teachers to concentrate the energies of the class on this difficulty almost to the exclusion of all others, until a habit has been formed of rendering Latin sentences into fluent and grammatical English. This habit, once established, will require much less attention, for it grows of itself. The said habit seems to have been acquired by this class, but not in time, perhaps, for them to go over ground that had been lying fallow in the meantime. This would account for their translation and parsing being good, but their composition very poor, with the exception of one girl who did well, and two who did fairly. The above remarks will apply to Division I. of the same class also. The composition paper was perhaps a little hard, but the blunders made consisted chiefly in violations of the simplest rules of syntax or ignorance of elementary accidence. But, as I have said, when time is limited, and the habit of fluent translation into English is being acquired, some neglect of composition is almost inevitable, and perfectly justifiable.—Classes V., Lower VI., and Upper VI. In all these classes the work was good with the exception of the Latin composition. As I reported last year, the style in the Upper Sixth Class was good, but the composition was sadly disfigured by errors in elementary grammar and syntax in each of these three forms. The paper in Latin accidence and grammar, which was set throughout the school, was of a kind that was evidently unfamiliar to the school as a whole, but it was very creditably done, and this makes it all the more remarkable that the knowledge of Latin grammar therein displayed did not find its application in the writing of Latin composition.

*Roman History.*—This was well done throughout the classes in which it was studied. The questions were very fully and accurately answered, and the girls seemed to have thought for themselves on the subject. Their English style was good also, but in their translation from Latin they did not take quite sufficient pains to catch the spirit of the original. In this point, however, they have improved on last year. In fact, I think the work all round is rather better. It will be seen that the weak point in the higher forms is the Latin composition. This can be easily improved by insisting upon grammatical accuracy. Without this accuracy the mental training which should result from the study of language is never acquired, and with it literary cultivation gains enormously. I can most emphatically indorse the words of the University Chancellor on this sub-

ject in his address to the University students on Degree Day in 1880. I would also suggest that the time of the higher classes would be better employed in gaining additional knowledge of some appreciable portion of two standard authors than in going out of their way to read sixty lines of Propertius, a hundred and sixteen lines of Catullus, seventy-eight lines of Tibullus. Such desultory reading is pleasant enough, but it is not study and it is absolutely fatal to the honest mastery of any one phase of human thought or emotion as expressed in literature. The persistent advice of the present Professor of Latin at Cambridge, one of the few Englishmen whose erudition rivals that of German scholars, is this "Read an author in masses until you master him, until you know what he says and why he says it, what his message is to you and to all mankind, what is his place in the hierarchy of literature, and upon whom his mantle has fallen in modern times." The foundation of this study must be laid in our schools. Examiners may set a piece of Propertius for the junior scholarships, it is true, but teachers can make it a point of professional honour not to work specially for examinations, but to educate in the best sense of the term, and before long they will find that they have educated examiners as well as examinees.

The Board of Governors, Girls' High School, Christchurch.

I have, &c.,

F W HASLAM.

#### 4. REPORT of the EXAMINER in FRENCH.

THROUGHOUT the school the translations from French into English are very good indeed. Whilst the upper classes (VI. and V) are remarkably well grounded in grammar all the other classes show a fair knowledge of this subject as far as they have gone. As might be expected, from the great difficulty of the subject, the translations from English into French are not equal to those from French into English. Too much care cannot be bestowed on these translations.

CHARLES TURRELL, Examiner

#### 5. REPORT of the EXAMINER in GERMAN.

THE translations from German into English are very good indeed, a large percentage of the marks being obtained by almost all those examined. The exercises, German writing, and knowledge of grammar are not satisfactory at the same time it must be recollected that German is a very difficult language, and that the girls have not learnt it very long.

14th December, 1883.

CHARLES TURRELL, Examiner

#### 6. REPORT of the EXAMINER in SCIENCE.

SIR,—

Christchurch, 17th December, 1883.

I have the honour to report on the science work of the Girls' High School. The duty is a pleasant one, the work done being of very singular excellence.

The classes examined were as follows Classes III., IV., V., and VI., in botany and human physiology. Classes III. and IV. were also examined in physics. The work in botany and physiology shows remarkable evenness throughout each of the classes, and speaks well for the careful supervision of the teacher. When I received the syllabus of work done I thought it rather limited, but the thoroughness with which this was done, and the broad way in which each part has been treated, fully compensate for the apparent narrowness.

Many of the papers on physics were exceedingly well done, but they were not so even throughout as the botanical papers. This is partly the result of the mode of teaching adopted, that is, in large lecture classes such lectures require to be supplemented by class teaching. But, on the other hand, it must be remembered that physics appeal much more directly to the inductive faculties than the other subjects, and have consequently a tendency to eliminate the more acute intellects, so that under the very best circumstances this subject will be much more uneven than the natural sciences. I should advise that the general principles of elementary science should be taught next year—such notions as combustion, chemical decomposition, evaporation, pressure of air and level of water, force, inertia, momentum, &c.—every-day matters that must be known if the teaching of physical geography and vegetable and animal physiology, is to be at all satisfactorily done. Before commencing, the teacher must be thoroughly aware that these notions will be much more difficult to teach than the names of the parts of a flower, and will have to face the further difficulty that the progress of the several members of the class will be very different some will understand at once, others perhaps not at all. Yet she must feel encouraged that this work, differing as it does so completely from other school work, is cultivating an important side of their faculties which the other does not. The only fault I observed throughout was the tendency on the part of a few of the girls, to substitute mere verbal answers for answers showing a clear appreciation of the matter. A course of elementary science would tend to correct this fault. It is impossible to answer a well-set physics paper by verbal memory only—the mental perception must be present, and this the pupils quickly find out under a good teacher.

I cannot conclude this report without referring to one pleasant and very unusual fact that forces itself upon the examiner it is the very apt power of expression possessed by the pupils. Even those of the Third Class (the youngest examined in science) express themselves in the clearest and freshest manner, every scrap of information on the subject of the question the pupil possesses appears to be given, and to fit easily into the answer; and yet there are very few waste words. Too much praise cannot be given for the excellence of the composition. Taken altogether and considering the limited time devoted to the subject, the science papers reflect great credit upon the school. I append a list of marks obtained in each class.

The Chairman, Board of Governors, Canterbury College.

I have, &c.,

A. W BICKERTON

## 7 REPORT of the EXAMINER in MATHEMATICS.

SIR,—

Canterbury College, 18th December 1883.

I have the honour to report that I have examined the Girls' High School in mathematics. The whole school was examined in arithmetic, the Fourth, Fifth, and Sixth Classes in algebra, the Fifth and Sixth in Euclid, and the Sixth in trigonometry.

The First Class, which is small, was examined in the first four rules of arithmetic, both simple and compound, and in this class, as was perhaps to be expected, some of the girls are deficient. In the next class the work was of a rather more advanced character, and was satisfactorily done.

In the Third Class the arithmetic was good, and the style of the papers and the writing were almost uniformly excellent. The results were not nearly so satisfactory in the Fourth Class. This class appears to have been taught in three divisions, both in arithmetic and in algebra, and I cannot but think that better results would have been attained if only two divisions had been attempted. On the present occasion, at least one girl in each division obtains very high marks in arithmetic, whilst others mark decidedly low. In the algebra in this class, I think that an attempt has been made to cover too much ground—beginners in mathematics must not be hurried—time and practice alone can produce good results. The present Fourth Class is so uneven in acquirement that I am doubtful whether it can be advantageously taught by one teacher.

In the Fifth Class the arithmetic was good, the algebra satisfactory, and the Euclid, though too uneven, was fair.

In the Sixth Class the arithmetic was good. In the other mathematical subjects done by this class—viz., Euclid, algebra, and trigonometry—there are practically two divisions. The upper one did satisfactorily the work required by the University of New Zealand for its Junior Scholarships; the lower division have quite a year's work before them to reach that standard. In Euclid, in both Classes V and VI. more attention ought to be given to easy exercises and riders.

The style of work in both of the upper classes was generally very good.

I have, &amp;c.,

The Chairman, Board of Governors.

C. H. H. Cook.

## 8. REPORT of J. H. POPE, Esq., INSPECTOR of SCHOOLS.

SIR,—

Education Department, Wellington, 7th December, 1883.

I have the honour to report that, in accordance with your instructions, I visited and inspected the Christchurch Girls' High School on the 30th ultimo. The annual examinations had been begun before my visit took place, thus I had no opportunity of seeing the school in its ordinary working condition, or of observing the methods employed in teaching, it was, however, quite possible to form a fairly clear idea of the organization and discipline of the school, and of the kind and amount of instruction given in it. The staff consists of Miss H. Connon, M.A., Lady Principal, Miss Grossman, B.A., Miss Pike, and Miss Cambridge. There are other teachers for extra subjects. During the current year the Lady Principal has taken charge of the higher mathematical work, Miss Grossman has attended to the Latin. There are now eighty pupils on the roll, they attend very regularly, the average being about seventy-six. The subjects taught and the time devoted to each subject may be learned from the two following tables, which give also a fair idea of the work of the whole school:—

SUBJECT.	CLASS VI. Time.	CLASS IV Time.
Mathematics	6 hours.	5 hours.
Latin	6 "	3 $\frac{3}{4}$ "
English	4 $\frac{1}{4}$ "	4 "
Geography and history	2 "	3 "
French	2 "	2 $\frac{1}{4}$ "
Science (or extra English)	1 "	2 "
Singing	1 "	1 "
Drawing	2 "	2 "
Preparation	0 $\frac{3}{4}$ "	0 "
Drill	0 "	1 "
Sewing	0 "	0 $\frac{1}{2}$ "
Writing	0 "	0 $\frac{1}{2}$ "
	25 hours.	25 hours.

A considerable quantity of work (not included in these tables), such as German, the subjects for the Junior Scholarships examinations, &c., is done out of the ordinary school hours. The work seems to be judiciously distributed over the school time devoted to it, and the organization generally is thoroughly satisfactory.

I learn that the time required for home preparation is, on the average, as follows: Class VI. (Upper), 3 $\frac{1}{2}$  hours daily; Class VI. (Lower), 3 hours daily; Class V., 2 $\frac{1}{2}$  hours daily; Class IV., 2 hours daily. No one could say that the pupils and teachers of this school do not work hard enough and long enough.

The school tone is very good. Judging from the appearance of fatigue visible in the faces of nearly all the school girls, I should be inclined to say that they take even too much interest in their work, and that the desire to obtain good places in the school and the spirit of emulation are so strong here that the pupils are led to do very much more work than is good for them. It should, perhaps, be remembered, though, that it is near the end of the school-year, when the work presses more hardly than it does at any other time, and that this may account, to a certain extent, for the symptoms of the effects of very high pressure that are observable. It is, however, hard to believe that, what with the ordinary school work, preparation for examinations by the University Professors,

for the matriculation and for the Junior Scholarships examinations, the pupils or the teachers of this school ever have a very easy time. The discipline is, as far as I can see, very good, the order is excellent, and it is maintained without perceptible effort. The text-books in use are well chosen, but there are, perhaps, too many of them. The building is very suitable for the purpose for which it is intended. The class-rooms are large and well ventilated, 150 pupils could be accommodated in them.

The opinion that I have formed with regard to the nature of the instruction given here is based partly on information received from the teachers, and partly on my inspection of the examination papers that were being worked by the girls while I was present. The work of preparing girls for dealing with examination papers is admirably done—it would be impossible for any one, who had seen the logical and methodical way in which the questions placed before them were attacked and dealt with by the girls, to doubt that the instruction that had produced such results must have been of a very high class indeed. The mathematical work especially was clearly and beautifully done.

It is very possible that too much stress is laid here, as elsewhere, on this work of preparing pupils to undergo written examinations. It may be that it would be better if girls and boys received much more training in *viva voce* work and preparation for *viva voce* examinations than they ever actually get, if it were considered just as important that a girl should be ready to answer questions on the spur of the moment, to see immediately the bearings of facts one upon another, and to utilize and produce off-hand all that she knows, as that she should be able to express in writing the results of slow and deliberate thinking. It is possible, too, that the former kind of training might be of more practical utility than that which alone finds favour now that it would make brighter and more vigorous, if somewhat less ponderous and thoughtful, men and women than the present system is fitted to produce. Be that as it may however, teachers cannot help themselves—they are driven to make preparation for written examinations the principal part of their work. On the one hand the wishes of the parents, expressed or understood, are urging teachers on to get as many children as possible to pass examinations that give the *entrée* to some profitable employment, or to a higher social rank, on the other, the University is compelling them, by means of the number and variety of subjects in which candidates for the smaller academical distinctions are required to pass, to devote nearly the whole of their time and most of their energy to this preparation for written examinations. Then, again, teachers find that their professional reputations depend almost entirely on their success in getting pupils to obtain good places in the various competitive and other examinations. A teacher who tried to strike out a new and better line for himself would soon lose all his scholars. It should be remembered, too, that teachers have not only to produce absolutely good examination results, but, from the causes mentioned, they are driven to try to make their pupils better than those of other similar institutions. In short, it may be said that the only road to a first-class position for a teacher lies through success in preparing pupils for competitive written examinations. It would appear therefore, that teachers cannot be held responsible for whatever evils result from the present high-pressure system, but that they are bound in self-defence to act precisely as they do. The fault lies with public opinion, which holds success in preparing boys and girls for passing difficult written examinations to be almost the sole criterion of a teacher's capabilities. On the whole, it seems to me that there is only one thing wanting to make this school nearly perfect, this is, that much more time and opportunity for *viva voce* work should be given to it, by means of a judicious curtailment and alteration of the school course. If something like the standard system adopted in the case of the primary schools could be introduced here, so that there should be one course, and one only, with no preparation work for examinations outside of it—and if this course of study could be drawn up and regulated, not merely with the view of making girls work up to the utmost limit of their powers (girls who like their teachers will work for them until they can do no more), but in accordance with careful and judicious considerations as to how much they may be called upon to do without risk of injuring their minds or their bodies, then, indeed, this would be an admirable school. As it is, and judged by the canons at present in vogue, I should say that the arrangements and the teaching leave little to be desired.

These remarks are made with considerable diffidence, they express my own views exactly, but a casual observer, having at the best but imperfect opportunities of judging, cannot be expected to know as much about the working of an institution like this as do those who are constantly seeing it in full operation. Perhaps it might be well to consider that this report merely suggests questions that should be more fully and satisfactorily answered by future visitors to this very important school.

The Secretary for Education.

I have, &c.,

JAMES H. POPE.

#### 9. REMARKS by the LADY PRINCIPAL.

SIR,—

Girls' High School, 18th December, 1883.

As the Inspector of Secondary Schools visited us when the examinations were being conducted, he had very little opportunity of judging directly of our methods and general work, and I therefore think it due to the school that I should make a brief statement of those matters which would not otherwise be known.

In the upper classes the work has this year been so arranged that neither Latin nor more advanced mathematics necessarily form part of the school course—extra English or some light subject may be substituted for them. In the lower classes Latin is omitted altogether, and French instead, as being an easier subject for young children, is taught to all. Throughout the school the subject to which the greatest prominence is given is English. Some new subjects have been introduced this year German has been studied by a few of the girls in the middle classes, botany and physiology by all, and drawing, instead of being a special subject, is now a part of the

regular course. In pianoforte music, however, there are fewer pupils than in former years, for most prefer to take such lessons at hours which will not interfere with the school routine. In all our work special measures have been taken that there may be as little mental strain upon the girls as possible. Light subjects, which might be considered as relaxations, are intermixed with the heavier, an hour twice a week is given to drawing, two half-hours a week to singing, and the majority learn sewing. The girls also attend special classes for physical training at the gymnasium, under the supervision of Mr Walker and two of their teachers these are supplemented by extension exercises and lawn tennis at school, and club practice at home. Still further, in the mental work itself, considerable reductions as compared with former years have been made. In the upper classes less Latin is taught, and the amount of English to be read by those studying for junior scholarships has been much reduced by the University. In the lower classes also, less geography, history, and such subjects is taught in the year. We find that our short monthly examinations are much less a tax upon the girls and much more satisfactory than longer ones at the end of every term they are specially advantageous in those subjects in which under ordinary circumstances little writing is done, and are most particularly so in the lower classes, where the greater part of the teaching is *viva voce*. It must not be supposed that our aim is merely to lead girls on to the University, though many from the higher classes would naturally enter upon that course we try to give all a practical education by developing their own natural tastes, and teaching them to think for themselves.

The Chairman, Board of Governors.

I have, &c.,

HELEN CONNOR

## RANGIORA HIGH SCHOOL.

### 1. GOVERNORS' REPORT.

SIR,—

Rangiora, 30th April, 1884.

I have the honour, on behalf of the Board of Governors of this school, to report that the Board, during the early part of last year, received substantial evidence of local support in promises amounting to £335 towards starting the school. This, with the rents accrued, amounting to £237 2s. 4d., determined the Board in purchasing a very suitable freehold property in the borough of 4½ acres of land with a house, then for sale, for the sum of £600. The Board then erected a schoolroom of 30ft. by 20ft. for a beginning, and sought a competent teacher. Mr H. E. Tuckey, B.A., and Scholar of St. John's College, Cambridge, was elected master. The school was formally opened on the 28th of January last. This, the first term, numbers twenty-seven pupils, all of whom have entered on the usual curriculum of a high-school education, with bright prospects of a successful career. As numbers increase, the Board hopes to increase the accommodation and add to the teaching staff. I may say that £200 is still owing on the purchase account, towards which £163 of promised subscriptions remain to be collected. I enclose a table showing attendance, fees, salary, &c.; also a statement of receipts and expenditure for the year ending April 25, 1884, duly audited by the Provincial Auditor.

I have, &c.,

A. H. CUNNINGHAM,

Chairman, Board of Governors.

The Hon. the Minister of Education.

### 2. ABSTRACT of the BOARD'S ACCOUNTS for Year.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance, April 25th, 1883	237	2 4	Land Purchase Account	400	0 0
Subscriptions received	179	11 6	Building schoolroom	162	5 6
Interest on deposit	7	15 0	Furniture and fittings	51	0 0
Rents	227	2 3	Sundries	33	8 3
School fees, first term	75	19 0	Salary one quarter	75	0 0
Overdraft at bank	42	11 3	Expenses, as per entry, April 24th	48	7 7
	<u>£770</u>	<u>1 4</u>		<u>£770</u>	<u>1 4</u>

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

## AKAROA HIGH SCHOOL.

### 1. GOVERNORS' REPORT.

At the first meeting of the Board, held on the 11th April, 1883, it was determined to take immediate steps to open a high school in Akaroa, and on the 9th June Mr William Walton, B.A. of Cambridge, and since a master at the Timaru High School, was unanimously elected Headmaster. The school was opened on the 18th September, the number of pupils being nine. The Board had every reason to be satisfied during the first term with the manner in which the school was conducted, and on the 9th January it was resolved that the High School should be opened for girls should a sufficient number be entered. Ten pupils presented themselves, and on the 4th February, 1884, the school was reopened, the number of pupils being eighteen, eight boys and ten girls. This number has been increased to twenty, there being now eleven girls and nine boys on the roll. As it is the wish of the Headmaster that the boys and girls should be in separate rooms, arrangements have been made with a lady to assist Mr Walton, and remain in the girls' room during school hours. This plan is working well, and the school is being well conducted. The fees charged are—£10 10s. for one pupil, £9 9s. each for two, and £8 8s. each for three of the same family. The salary paid the Headmaster is £275 per annum, with part of the house rented by the Board. For this house, containing twelve rooms, the Board pay £20 a year rent: three rooms are used for school purposes, and the rest by the Headmaster. The lady who assists receives half the girls' fees.

WILLIAM B. TOSSWILL,

Chairman, Akaroa High School Board.

## 2. BALANCE-SHEET, March, 1882, to 31st March, 1884.

<i>Receipts.</i>				<i>Expenditure.</i>			
		£	s. d.			£	s. d.
Rents of reserves..	..	..	361 7 8	Teacher's salary ..	..	..	155 11 6
School Commissioners	..	..	64 7 1	Printing, advertising, &c. ..	..	..	26 0 11
School fees ..	..	..	97 16 9	Sundries ..	..	..	280 10 11
				Balance ..	..	..	61 8 2
			<u>£523 11 6</u>				<u>£523 11 6</u>

## ASHBURTON HIGH SCHOOL.

## BALANCE-SHEET for Year 1883.

<i>Receipts.</i>				<i>Expenditure.</i>			
		£	s. d.			£	s. d.
Fees ..	..	..	179 1 6	Balance due to bank ..	..	..	27 4 5
Rents ..	..	..	444 17 7	Salaries to masters for thirteen months	..	..	650 2 9
Books ..	..	..	22 7 3	Incidental expenses ..	..	..	100 13 3
Interest ..	..	..	23 16 0				
Refund ..	..	..	1 0 0				
Balance due to bank	..	..	101 18 1				
			<u>£778 0 5</u>				<u>£778 0 5</u>

I have audited this account and find it correct.—J. OLLIVIER, Provincial District Auditor. 8th April, 1884.

## TIMARU HIGH SCHOOL.

## 1. STATEMENT of RECEIPTS and EXPENDITURE from 1st January, 1883, to 31st December, 1883.

<i>Receipts.</i>				<i>Expenditure.</i>			
		£	s. d.			£	s. d.
Balance from 1882 ..	..	..	592 12 5	Salaries account ..	..	..	2,078 0 0
School fees ..	..	..	745 4 0	Insurance ..	..	..	11 2 0
Rents of reserves ..	..	..	825 13 11	Printing ..	..	..	52 5 4
Government grant ..	..	..	400 0 0	Stationery ..	..	..	33 13 4
Interest on investments ..	..	..	111 13 4	Cartage ..	..	..	1 10 0
Captain Cain's gift ..	..	..	5 0 0	Ironmongery and sundries ..	..	..	14 9 9
Overdraft at bank ..	..	..	181 3 7	Planting and seeds ..	..	..	7 3 6
Cheques outstanding ..	..	..	41 6 3	Legal expenses ..	..	..	13 18 2
				Interest ..	..	..	2 2 0
				Refund ..	..	..	2 0 0
				Petty cash ..	..	..	4 0 0
				Fuel ..	..	..	14 10 0
				Cleaning ..	..	..	4 1 8
				Travelling expenses (Rector's)	..	..	7 5 0
				Chemistry ..	..	..	1 14 6
				Prizes ..	..	..	39 18 0
				Furniture ..	..	..	7 10 6
				Repairs ..	..	..	4 10 3
				Bonus (teacher) ..	..	..	5 0 0
				Special prize ..	..	..	5 10 0
				Invested on mortgage ..	..	..	500 0 0
				Examination fees ..	..	..	50 0 0
				Governors' travelling expenses	..	..	30 10 6
				Cash in hand ..	..	..	11 19 0
			<u>£2,902 13 6</u>				<u>£2,902 13 6</u>

G. CHATER MILES, Secretary.

I have audited this account, and have compared the items with the vouchers, and find it correct. I object to the item "travelling expenses" paid for the attendance of members of the Board; there is no authority in the Act to justify this expenditure.—J. OLLIVIER, Provincial District Auditor.

## 2. PROFESSOR BROWN'S REPORT.

SIR,—

1st December, 1883.

I have the honour to submit my report on the work of the Timaru High School in classics, French, English, and history. Speaking of the school as a whole, I find the subject that is best done is French, if the pronunciation be omitted. After that come Latin and history. These three subjects attain an average decidedly above that of a good secondary school in the colonies. The subject which stands lowest is English, chiefly through the very low percentages obtained in composition. But the grammar is so good that it quite makes up for this failure, and leaves the English about equal to the average of a good secondary school.

Comparing the two sides of the school, I find that, if the four subjects be taken together, the girls get almost the same percentage as the boys—a little above 50 per cent.—and in any examination such an average is an excellent one. The girls surpass the boys in Latin by  $6\frac{1}{2}$  per cent.; the boys surpass the girls in English by 2 per cent., and in history by  $6\frac{1}{2}$  per cent.; while the two sides are equal in French, each attaining an average of  $54\frac{1}{2}$  per cent. Taking the classes separately, I find that in the highest, which is preparatory for the University examination, the boys surpass the girls in all the subjects, but especially in English, French, and Latin. For this class I set papers of the same difficulty as those usually set for Junior University Scholarships, and find the two boys and two of the girls so advanced as to be ready to enter on a University course. One of the boys has an extremely good chance for a scholarship, and the three other pupils are most likely to pass the

matriculation examination. In Latin, one of the best proofs of their knowledge of the language was the fact that they all did their translation "at sight" and their composition with more accuracy than even their prepared work. In English they have done all the work required of candidates for Junior Scholarships; their grammar was extremely good, their English literature and composition good. But, as in the rest of the school, a little more attention to composition would be better, not only for their prospects in examinations but for their usefulness in life. In French this class gained a very high percentage in translation and composition, and a fair percentage in reading. Their unprepared translation and their knowledge of idioms are worthy of special commendation. In history the boys have shown a thorough knowledge of the period set for Junior Scholarships, whilst the girls have shown a good knowledge of the period set for matriculation. The rest of the school is working well up to this highest class, although there are weak points that will have to be strengthened. In Latin the Fifth Class of boys and the Third Class of girls show in their translations from Cæsar, and in their Latin composition and grammar, that they will be able to take the place of the highest class next year and prepare for the University entrance examination. But in their translation, as in that of the upper class too, though in a less degree, a fault that is perhaps not altogether an evil will have to be somewhat remedied, and that is a tendency to make it too literal: more attention will have to be paid to the difference between Latin idiom and English idiom.

In the Lower School the girls' side is doing admirably, gaining percentages the highest in the school; but the boys' side in this part of the school is as weak in Latin as that of the girls is strong.

In English the Lower Fourth Class on the boys' side is the weakest in the school, and will need far more attention paid to it next year if it is to be made a good class preparatory to matriculation: its grammar is inaccurate, and its composition is still worse. But that it needs only a little more attention is evident from the good percentages it obtains in all its other subjects. The girls' side of this class is somewhat better, and yet stands below the average. In the Lower School, in this subject, the girls are again decidedly ahead of the boys; on both sides the Second Class is the best, although the First Class of girls is not far behind. But here, as all through the school, the weak point is, as I have said, the composition. Few of the pupils have any idea of consecution in writing or of punctuation, whilst a large number seem quite incapable of appreciating what a sentence is. If a little more of the time which is evidently given to parsing and theoretical grammar were given to the practical application of grammatical rules to composition, this evil, which is a widespread one amongst secondary schools in New Zealand, would rapidly disappear. If teachers would spend twice as much time as they do at training their scholars in ready manipulation of their own language in writing, there would be fewer failures in examinations, and perhaps fewer in practical life; for where two candidates in examination or for success in life are equal in acquisitions, it is power of expression that differentiates the successful from the unsuccessful. To express ideas fluently and well in written language is the one accomplishment without which all others are lost.

In the subject of French the weak point is pronunciation, as it is in all English schools, for in them it is an alternative between English masters and bad pronunciation on the one hand or French masters and bad discipline on the other. But this weakness is quite made up for by the excellence of the translation, and of the knowledge of grammar. In respect of pronunciation, the First, Second, and Third Classes on the boys' side are the weakest, whilst the girls' side far surpasses the boys'. But in translation and grammar it is the Third and Fourth Classes of girls that fall far the lowest, whilst the First Class of girls holds the highest place, the Sixth Class of boys holding the second place, and the Second Class of girls holding the third place.

In history the upper classes have obtained a very high percentage through their thorough acquaintance with the facts, and the ease with which they treat of the features of the civilization. The lowest percentages in this subject belong to the First and Third Classes on both the girls' side and the boys'. And this, it seems to me, arises most from the barren and uninteresting nature of the elements which are taught them; dates and outlines are unattractive even to the mature mind, but to the mind of a child they must be absolutely unintelligible. Young children should have their interest in history aroused by the more romantic portions of its narrative; afterwards, when they have come to be strongly attracted to the study, the succession of events and the dates may be communicated with advantage.

In Greek little has been done in the school, as little can be done in any colonial school, for in them modern subjects occupy, and must necessarily occupy, most of the time. One boy translated with considerable fluency parts of Xenophon's "Anabasis," and answered with accuracy questions on grammar. Five other boys translated short English sentences into Greek, and short Greek sentences into English, from Smith's "Initia Græca." To make Greek at all efficient or a pleasure to a boy, two hours a week is far too little; one-third of his time during two-thirds of his school course would be needed if he is to reach the stage at which it would be pleasant for him to read the language, and so much time drawn from his other and necessary studies would seriously impair his education.

I have criticised the school with all the more candour, and indicated its weakness with all the more pointedness, that I feel it can well afford such criticism, holding, as I am convinced by the examination it does, a good position amongst the boys' high schools of the largest towns in New Zealand. If it continue to do as good work as it has done this year, and try to remedy the faults I have pointed out, its pupils will be certain to hold their own with those of the best New Zealand schools. Before closing I should like to say one word in praise of the discipline of the school. I spent three days in it, occupied in oral examination, and during all this time all the classes were conducted, without exception, with the most perfect order. An excellent tone holds throughout the school; the pupils seem to respect their teachers as teachers should be respected, while discipline is kept without any effort on the part of the teachers. I append to this report tables

which show at a glance the comparative position of each class in each subject. In one column I state the average percentage obtained by each class, in a second the work done during the session, in a third the hours per week spent on the subject, in a fourth the number of pupils present at the examination, and in a fifth the number in the class. In the first of the tables will be seen in brief a comparison of the work of the whole school on its two sides.

*Percentages for Whole School.*

				Boys.		Girls.		Total.
Latin	...	...	...	46½	...	53	...	50
French	...	...	...	54½	...	54½	...	54½
English	...	...	...	49	...	47	...	48
History	...	...	...	53	...	46½	...	50
All four subjects	...	...	...	50¾	...	50½	...	50½

J. M. BROWN,

Professor of English and History, Canterbury College.

The Chairman, Board of Governors.

3. PROFESSOR SHAND'S REPORT.

SIR,—

Dunedin, 1st December, 1883.

I have the honour to report that on the 21st and 22nd ultimo I examined the High School in the subjects assigned to me, namely, mathematics, arithmetic, and geography. The higher classes in all the subjects were examined by means of written papers, the same papers being set for the two sides of the school. As it was not possible for me to be present in all the rooms in which the examination was carried on, the Rector placed each of the classes under examination in the charge of a member of the staff who was not the master or mistress of that class. In this and every other respect the arrangements made were entirely satisfactory, and the perusal of the papers has given me no grounds for believing that any communication or copying took place among the pupils.

The mathematical classes number seventeen boys and thirteen girls, all but one of whom were present at the examination. Nine boys and four girls are beginners, who have read only twenty-four propositions of the First Book of Euclid and the elements of algebra. I examined them orally, taking boys and girls together. In Euclid all the girls and most of the boys answered fairly well, though a few of the boys are backward; and in algebra, with one or two exceptions, they worked the examples set to them with satisfactory quickness and accuracy. The boys in Class II. have read the first two books of Euclid, and as far as simple simultaneous equations in algebra, and the girls of Class II. a little less. In algebra the boys showed up excellent papers, Gabites and Cook obtaining 87 and 85 per cent. respectively of the marks, and the average of the whole class being 75 per cent. The girls were a good deal less successful, as they obtained, after an allowance was made for the difference in their reading, an average of not more than 41 per cent. In Euclid, on the other hand, the girls did quite as well as the boys, both acquitting themselves very creditably. When the due allowances were made, the average of the girls was found to be 61 per cent. of the marks, Miss Cooper leading with 84; while the average of the boys was 60½ per cent., Cook being the first with 76. The highest mathematical class contains—on the boys' side two pupils, and on the girls' side three pupils. Both of the boys and one of the girls have read as far as the limits prescribed for the competition for University scholarships, and the papers set to them contained questions up to these limits. As the results of the examination of this class will be of particular interest to the Board of Governors, I give in full the percentage of the marks obtained by the pupils:—

*Class III.—Mathematics.*

					Euclid.		Algebra.		Trigonometry.
Boys.—A	...	...	...	...	67	...	81	...	69
B	...	...	...	...	61	...	79	...	71
Girls.—L	...	...	...	...	62	...	64	...	—
M	...	...	...	...	43	...	50	...	—
N	...	...	...	...	50	...	64	...	40

These figures seem to me to be highly satisfactory.

In arithmetic I examined the two lowest classes on both sides orally. Class I., both of boys and girls, did fairly well, but Class II. did not come up to my expectations, being, indeed, very little better than Class I. The paper set to Class III. was well answered by a few of the boys, Guscott leading with 92 per cent. of the marks: the class, however, has a bad "tail," the influence of which brought down the average marks to 42½. The girls were more equal, none of them being so good as the best boys nor so bad as the worst. Their marks in the same paper reached an average of 45½, which is a fair result, seeing that they did not profess to have done quite as much as the boys. A paper ranging over the whole subject of arithmetic was set to Classes IV. and V. on both sides of the school: this paper was very well done by the boys, two or three of the best virtually clearing it, and it was also well done by the girls. The following are the average percentages:—Class IV.: Boys, 69; girls, 52½. Class V.: Boys, 93; girls, 68. Classes III. and IV. on both sides I also examined orally, giving them examples to be worked on their slates, with a view of testing their quickness and accuracy. Class III. did rather poorly; Class IV. much better, but still not quite so well as in their written papers, probably for the reason that they are less accustomed to this style of examination.

In geography all the classes were examined by means of written papers. One paper was set for Classes I., II., and III., on both sides of the school. The easy questions which were within the reading of the two junior classes were fairly answered by them, the girls being quite as good as the



### 3. STATEMENT of ASSETS and LIABILITIES at 31st December, 1883.

[illegible]

These amounts are correctly stated.—H. LIVINGSTON, Auditor.

OTAGO BOYS' AND GIRLS' HIGH SCHOOLS.

## 1. GOVERNORS' REPORT.

SIR.—

Dunedin, 3rd May, 1884.

In accordance with section 8 of "The Otago Boys' and Girls' High Schools Act, 1877," and in terms of Circular No. 83 of the 19th December last from the Secretary, Education Department, I have the honour to forward report of the Board of Governors of the Otago Boys' and Girls' High Schools for the year ended the 31st December, 1883.

The Board expected to have been able to commence the first quarter of 1884 for the Boys' School in the new building, but it regrets to have to report that, owing to the delay in obtaining possession of the site, through the new asylum at Seacliff not being sufficiently completed for the reception of patients from the old asylum buildings, the Board's contractor was greatly delayed in his building operations, and in consequence the new school cannot be made use of till the first quarter of 1885. In addition to the inconvenience arising from this delay the Board has suffered a very considerable pecuniary loss through having to compensate the contractor for loss of time and increase in value of building materials.

During the year the Board submitted for sale about seven thousand acres of agricultural land and 550 quarter-acre sections at Strath-Taieri. Of these, 4,061 acres and 37 town sections were sold, averaging £3 18s. 4d. per acre and £7 8s. per section respectively. The terms were 10 per cent. at sale, 15 per cent. within three months, and the balance extending over seven years with interest at 6 per cent. per annum. The Board also sold 3,383 acres at Mokoreta, being some of the agricultural sections passed at the sale in January, 1882. The price obtained averaged £2 3s. 11d. per acre.

In order to assist pupils wishing to participate in the benefits of secondary education, the Board decided to offer free education at the high schools to all boys and girls who, in the examination for the Otago Education Board's Senior Scholarships, make 50 per cent. of the attainable marks.

The Board is glad to report that both schools, as regards attendance and efficiency, are in a satisfactory condition.

The Board acknowledges its indebtedness to the Agent-General for valuable services in connection with the selection of the mathematical teacher for the Girls' High School, and the gymnastic master who has just been appointed.

The Board has pleasure in reporting that George Gray Russell, Esq., of Dunedin, has placed at its disposal the sum of £1,000 for the purpose of founding two scholarships for the Boys' High School, tenable for three years at the University of Otago.

Annexed hereto are reports from the Rector and the Lady Principal, showing the work done during the year in the schools; also examiners' reports, and statement of receipts and expenditure of the Board for the year ending 31st December, 1883, duly audited.

I have, &c.,

The Hon. the Minister of Education.

D. M. STUART, Chairman.

2. STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1883.

Income.		£	s.	d.	Expenditure.		£	s.	d.
Balance in hand on 1st January, 1883	..	13	7	9	Salaries—	..	4	861	4
Boys' School fees	..	1,881	7	6	Boys' High School	..	4,861	4	9
Girls' School fees	..	1,369	6	0	Girls' High School	..	1,579	13	7
Rectory boarding fees	..	1,684	15	0	Janitor, &c., High School	..	145	0	0
Rents from reserves	..	2,481	9	4	Secretary	..	137	10	0
Proceeds of land sales (including the sum of £2,420 8s. 8d., being interest on purchases of lands sold on deferred payment)	..	14,507	15	7	Incidentals	..	171	3	6
Miscellaneous receipts	..	36	9	5	Legal expenses	..	13	16	6
Balance (overdraft), Colonial Bank	£352 19 3				Printing and advertising	..	98	2	3
Less credit balance, Bank of New Zealand	3 8 8				Insurance premiums	..	59	12	0
		349	10	7	Appointment of teachers	..	135	15	8
					Prizes, certificates, medals, &c.	..	62	17	10
					Examiners' fees	..	84	0	0
					Office expenses and petty cash	..	14	1	2
					Interest on overdraft	..	19	17	5
					Interest on land bills discounted	..	1,000	0	6
					Expenses land sales, auctioneer's commission, advertising, &c.	..	395	11	1
					Advertising perpetual leases	..	70	6	6
					Survey expenses	..	286	0	7
					New High School buildings	..	11,150	5	0
					Old school buildings (repairs)	..	33	15	8
					Rectory building, ground rent, &c.	..	869	0	9
					Rectory supplies, wages, &c.	..	1,136	6	5
		£22,324	1	2			£22,324	1	2

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

*Gray Russell Scholarship Fund.*

	£	s.	d.		£	s.	d.
Amounts advanced on mortgage ..	1,000	0	0	Capital ..	1,000	0	0
Balance in bank ..	23	5	0	Interest from mortgages ..	23	5	0
	<u>£1,023</u>	<u>5</u>	<u>0</u>		<u>£1,023</u>	<u>5</u>	<u>0</u>

Correct.—H. LIVINGSTON, Auditor.

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

## 3. PROFESSOR MACGREGOR'S REPORT.

SIR,—

In accordance with your request, I have made a careful examination of the work done during the past year by the Latin classes in our High Schools. I examined the Upper Boys' School by means of written papers, and the Lower School chiefly by the oral method.

*Sixth Form, Boys' School.*—The examination ranged over Horace (Odes, Book III.), Livy (Book XXII.), Æneid (Book XI.), and Cæsar (Gallic War, Book VII.), with a piece of continuous narrative for translation into Latin prose. Four-fifths of the class gained 60 per cent. and upwards of the total marks.

*Fifth Form.*—In an examination on the Æneid (Book II.), the whole of Sallust's Jugurtha, Cæsar (Book II.), and continuous Latin version, about three-fourths of the class carried 68 per cent. and upwards of the total marks. Of the examination fourth only one boy failed, while the others made from 50 to 40 per cent.

*Upper Fourth.*—Of twenty boys presented for examination in Cæsar (Gallic War, Book I.), Smith's Eclogæ Ovidianæ, and Smith's Manual of Latin Prose (Part IV. as far as page 79), about one-half made three-fourths and upwards of the total obtainable marks, while the rest ranged from 72 to 30 per cent.

*Lower Fourth.*—Of thirty-four boys presented for examination in Smith's Principia, Part II., pages 79–120, and easy sentences for translation into Latin, twenty-six boys made 50 per cent. and upwards of the total marks. The rest rather failed in their translation, but on an average the parsing was remarkably well done.

These remarkable results of a fair but vigorously-sifted written examination cannot fail to be exceedingly gratifying to the Board, the masters, and the parents of the pupils. They absolutely demonstrate that in this school Latin is taught in a most thorough and admirable manner, and that the average ability of the boys is very high indeed.

The Lower School is chiefly occupied in grammatical work, which on the whole was satisfactorily done throughout, though I found that, chiefly owing to the great difficulty of properly classifying boys who come from other schools generally well advanced, but knowing no Latin, there is a large number of boys who are very backward. This is especially the case in the Third and Upper Second Forms. The Lower First is a delightful class, exceedingly well grounded, so far as they have gone, and very promising for the future of the school. The Upper First and Lower Second, though not so good as this class, are very carefully taught, and gave a very good average result. In both divisions of the Third Form, and in the Upper Second, there is a considerable number of boys who ought not to be moved up next year.

*Sixth Form, Girls' High School.*—This class of seven girls, presented for examination in extracts from the De Amicitia and the De Senectute of Cicero, and Smith's Extracts from Ovid, with easy sentences from English into Latin, is taught by Dr. Bülau. Two of these girls gained respectively 90 and 88 per cent., while the rest ranged from 78 to 57 per cent. This class as a whole did remarkably well in translation, but three or four girls were weak in parsing and grammar. In point of advancement they compare with the Upper Fourth in the Boys' School.

Dr. Bülau's Junior Latin Class, consisting of ten girls from the Fourth and Fifth Forms (corresponding to the Boys' Lower Fourth and Upper Third), did exceedingly well, all except one girl who ought not to be in this class at all. Nine out of ten girls gained percentages ranging from 90 to 70 per cent. The defects here, as in the class above, manifested themselves chiefly in grammar or parsing.

Miss Gillies' Class, of thirteen girls, is the lowest Latin class in the Girls' School. They were examined in grammar to the end of the irregular verbs and the easy sentences. Three girls did very well, gaining from 85 to 80 per cent. One made 73. The rest fell rapidly away to 47, while three failed altogether. They, however, had begun Latin only about six months ago. Now, this, which I should have regarded as a very good result from the First and Second Forms in the Boys' School, where the ages range from ten to thirteen or fourteen, I cannot consider quite so satisfactory in the case of these girls, who are on the average from three to four years older. The remedy for this is very difficult to find: still, one fact is clear, namely, that girls, if they are to learn Latin as boys do, must at any rate begin at an earlier age than at present.

The results of the examination in the two senior classes speak for themselves, evincing, as they manifestly do, painstaking care and capacity on the part both of teachers and pupils.

I cannot close this report without calling attention in a special manner to a former dux of the Girls' School, who remains still a pupil, but who has for the last year taken her Latin with the Sixth Form boys. This young lady, Miss Forbes, sent me such a paper as I have never seen excelled, and such as reflected the greatest credit on herself as well as on her past and present teachers. Miss Forbes is this year *facilis princeps* among all the pupils of our High Schools in Latin.

DUNCAN MACGREGOR, Examiner.

The Chairman, Boys' and Girls' High School Board.

P.S.—A detailed list, with the percentage made by each pupil, has been sent both to the Lady Principal and the Rector.—D.M.

## 4. PROFESSOR SALE'S REPORT.

SIR,—

Dunedin, 17th December, 1883.

In accordance with your request I have held an examination of the Boys' and Girls' High Schools in the subjects of English literature and grammar, history, and geography. The results of the examination are given in the enclosed lists. In the Girls' High School I examined the two highest classes only—the Fifth and Sixth—by means of written questions and answers. In the Boys' High School I examined the four highest classes by means of written questions and answers, and I was also present when the junior classes were being examined orally by the several masters who have charge of them. In all the junior classes a large proportion of the boys answered the questions put to them intelligently and well.

In conclusion, I wish to impress upon the Board that, especially in the subjects in which I have been called upon to examine, an examination held by a stranger, unacquainted with the classes, must of necessity be a very imperfect and uncertain test of the relative merits of the candidates examined; and that it is in reality of little value except as showing the general character of the work done. So far as this general result is concerned, I am favourably impressed with the work done in both the schools. I ought to add that in awarding marks I have throughout endeavoured to give the highest value to answers which showed intelligence, and have attached comparatively little weight to such as were merely evidence of memory. For instance, in English literature I have attached more importance to a vigorous and accurate paraphrase of Milton than to the repetition of some foreign or Anglo-Saxon form of a word.

The Secretary, Board of Governors.

I have, &amp;c.,

G. S. SALE.

## 5. PROFESSOR SHAND'S REPORT.

SIR,—

Dunedin, 31st December, 1883.

I have the honour to report that on the 4th, 5th, and 6th instant I examined the High Schools in the subjects assigned to me—namely, arithmetic and mathematics. The higher classes in all the subjects were examined by means of written papers, and nearly all the lower classes were examined orally, so that I obtained a good view of the work done throughout both schools. As regards the written part of the examination, the papers set were so drawn, valued, and marked as to be, in my opinion, relatively to the age and advancement of the several classes, of very nearly the same degree of difficulty. The papers in all the subjects being thus comparable with one another, the tables which I give below of the average percentages obtained express in the most concise way my judgment regarding the proficiency of the classes examined. An average of more than 60 per cent. may be taken as "excellent," between 50 and 60 per cent. as "good," between 40 and 50 per cent. as "fair," and below 40 per cent. as "poor." Those classes are bracketed together which did the same paper, valued and marked in the same way:—

Classes examined.				Arithmetic.		
				Percentages obtained.		
				Highest.		Average.
{ III. B (boys)	...	...	...	100	(Herdman)	59½
{ III. A (boys)	...	...	...	86	...	53
{ IV. (girls)	...	...	...	85	...	46
{ Lower IV. (boys)	...	...	...	100	(Beck)	63
{ Upper IV. (boys)	...	...	...	98	(Isaacs and Moir)	55
{ V. (girls)	...	...	...	81	...	46½
{ V. (boys)	...	...	...	88	...	54½
{ VI. (boys)	...	...	...	91	(Allen)	69
{ VI. (girls)	...	...	...	83	...	55

It will be observed that in this important subject the results are, as usual, highly satisfactory, more especially in the Boys' School. The classes which were examined orally also did their work very fairly, although they were not so accurate as those examined in writing, and their quickness in working was also capable of improvement. In the oral examination, the girls, I thought, did quite as well as or even a little better than the boys, but on the other hand it was noticeable that they were not nearly so far advanced in respect of the rules gone over. Thus many of the girls, even in the Fifth Form, had not learned practice, a rule with which they ought to have become familiar in the Second Form. The remedy for this defect lies, I think, in following up the recommendation which I made last year regarding the appointment of a special mathematical teacher. The Board has given effect to this recommendation by the selection at Home of a lady well qualified to take charge of the mathematical department of the school; and I would now suggest that the whole of the classes in arithmetic, as well as in mathematics, be placed under the charge of the mathematical mistress, a special assistant being assigned to her to enable her to undertake the work. She will thus become responsible for the whole arithmetical and mathematical instruction given in the school, and will be in a position to see that satisfactory progress is made year by year in the junior classes, without which the highest excellence in the upper classes cannot be looked for.

## Algebra.

The results of the written examination in algebra are given in the following table:—

Classes examined.				Percentages obtained.		
				Highest.		Average.
{ Upper IV. (boys)	...	...	...	78	...	40
{ V. (boys)	...	...	...	76	...	42½
{ VI., Second Division (girls)	...	...	...	49	...	26½
{ VI. (boys)	...	...	...	76	...	47
{ VI., First Division (girls)	...	...	...	66	...	51

These, on the whole, are fair results, but they are not so good as those obtained in the same subject last year. The Fifth Form in the Girls' School was examined orally, and answered fairly, although failing badly in fractions, from the want of drilling in the use of factors.

#### *Euclid.*

The following are the results of the examination in this subject :—

Classes examined.	Percentages obtained.	
	Highest.	Average.
IV. A, Second Division (boys) ... ..	76	36
VI., Second Division (girls) ... ..	84	67
(IV. A, First Division (boys) ... ..	53	38
V. (boys) ... ..	73	31
VI. (boys) ... ..	81	43½
VI., First Division (girls) ... ..	72	36½

It will be observed that the Second Division of Form VI. (girls), which failed very badly in algebra, did exceedingly well in Euclid. In nearly all of the other classes a proportion of good papers were sent up, but on the whole a certain degree of weakness was apparent in this subject, as was the case also last year.

#### *Trigonometry.*

Last year I directed attention to the weakness of the Boys' School in this subject, and suggested as a remedy that trigonometry should be introduced at an earlier stage in the school course. I notice that this suggestion has been acted upon, trigonometry now being taught in the Fifth Form, and the use of logarithms, with the practical solution of triangles, in the Fourth. This is quite a satisfactory arrangement; but it will be another year before the improvement which is to be anticipated becomes apparent, the present Sixth Form having only commenced the subject this year. This accounts for the weakness still indicated by the following results :—

Classes examined.	Percentages obtained.	
	Highest.	Average.
V. (boys) ... ..	73	32
(VI. (boys) ... ..	62	38
(VI., First Division (girls) ... ..	63	41

I may be permitted to say, in conclusion, that I have thought it more useful to disclose, without any reserve, the weak points of the schools than to extol their merits. Both schools are now organically in so sound a condition, and enjoy so full a measure of public confidence, that well-founded criticism on the part of an examiner can only be beneficial, the more especially as the Board and the heads of both schools have given proofs of their anxiety to leave nothing undone to remedy defects that have been shown to exist, and to alleviate or eliminate every known source of weakness.

The Chairman, Board of Governors.

JOHN SHAND.

### 6. MR. CHAPMAN'S REPORT.

#### *Boys' High School.*

*French.*—I have examined the following classes in this subject: Form VI.; Form V.; Form IV., Upper Division; Form IV., Lower Division; Form III.; Beginners' Class. I conducted the examinations by means of written papers, the questions being confined to the work gone through during the year. In all, 125 boys were examined. Throughout the school the average of marks obtained is somewhat low: this is, in part, perhaps due to the fact that in all or most of the classes there seem to be some boys who take no interest in this subject, or who have neglected it while pushing themselves ahead in other subjects. This seems the most reasonable explanation of the circumstance that in Class III., Junior Division (beginners), upon a maximum of 50 marks the first few boys obtain respectively 46, 46, 35, 35, 30, while in the same class, comprising twenty-six boys, eight obtain less than 10 each. In the same way, in Class III. (Upper Division), boys obtain 34, 31, &c., while out of eighteen boys eight obtain less than 10 marks each. This feature, which tends greatly to reduce the average of marks, appears more or less in nearly all the classes; it is least apparent in Form V. I am glad to be able to note a distinct improvement in the Upper Fourth. From this class, which sent up twenty-eight boys, I obtained a large number of good papers, and there was a general improvement in the style in which they were written. The average of marks was good, notwithstanding the reduction due to the cause already referred to. In the Lower Fourth the average was very low. In Form V. I also thought there was some improvement. The papers were not brilliant, but a good proportion of them showed careful work and obtained a satisfactory number of marks. I was not nearly so well satisfied with Form VI., the results in which were disappointing. The highest marks in this class (comprising eleven boys), upon a maximum of 50, were 40, 33, 30; and some of the papers were very carelessly done. In several of the classes I again met with a difficulty to which I had occasion to refer last year, namely, a want of intelligent appreciation of the identity and meaning of words when read together in sentences. This leads to loose spelling and a great deal of guessing. It had been to some extent remedied by exercising the boys in dictation, and in one of the lower classes where this had been more attended to the result was very apparent. I think, on the whole, spelling, including the use of accents, had been more carefully attended to than last year.

*German.*—In German I examined three classes—namely, Form IV., Form V., Form VI.—in all comprising twenty-three boys. The average of marks was good in all these classes. In the two highest forms it was above 37 and 36 respectively, upon a maximum of 50. Several boys obtained over 40, and one as many as 45 marks. I beg to express my entire satisfaction with the teaching of this subject.

12th December, 1883.

FREDK. CHAPMAN.

*Girls' High School.*

*French.*—I examined about ninety-two girls by means of written papers based upon the year's work. These comprised—Form VI.; Form V., Upper Division; Form V., Lower Division; Form IV., Upper Division; Form IV., Lower Division; Form III. In addition to these, several beginners' classes, comprising about thirty-four girls, were at my request examined orally in my presence by their own teachers. I am pleased to be able to report an improvement upon the result of last year's examination. The papers were more accurate, and gave every indication of the work having been more carefully attended to and more thoroughly done during the year. This has resulted in a higher percentage of marks; but, apart from the result of a mere comparison of marks which I made for my own guidance, but upon which I do not rely as an absolute test, I was altogether better satisfied with the style in which the papers were answered. In Form VI. the average was  $28\frac{1}{2}$  upon a maximum of 50 as against 24 last year—a difference of 9 per cent. in favour of this year. The best papers in this class were a great deal better than last year. In Form V., Upper Division, the marks were nearly the same as last year. Form IV., Upper Division, shows an improvement equal to 9 per cent. In the junior classes I find a marked improvement. I was also very well satisfied with the results of the oral examinations conducted by Miss Gillies and Miss Little, whose work with the beginners' classes requires and gives indication of a great deal of perseverance. Throughout the school I find marked improvement in spelling, and very much less guessing than last year. I do not wish it to be thought that I do not still see a great deal of room for further improvement. I am satisfied that the standard may and should be considerably raised, looking at the fact that in this school French is regarded as one of the leading subjects.

*German.*—I examined two classes, comprising eight girls, with highly satisfactory results. The very complex German grammar has been thoroughly mastered, and the girls have learned to apply it intelligently.

12th December, 1883.

FREDK. CHAPMAN.

#### 7. PROFESSOR BLACK'S REPORT.

The University, Dunedin, 14th December, 1883.

I HAVE great pleasure in reporting the excellent results obtained in the High Schools' examination in chemistry, and herewith enclose in a tabulated form the percentages of marks made by the pupils.

Of the eleven boys presented from the Sixth Form, four—namely, Montgomery, Forbes, Allen, and Copland—received 80 per cent. of marks and upwards; the others ranged from 30 to 77 per cent., the whole class averaging 62 per cent. These results are most satisfactory, and show not only very careful, systematic, and intelligent teaching of the subject, but also a clear apprehension, much study, and an evident love of work on the part of the pupils. The paper set to these boys covered the same ground as the chemistry required for Junior Scholarships at the entrance examination of the University of New Zealand.

Ten girls were presented from the Sixth Class, and, of these, Annie R. Truman gained 97 per cent. of marks, the others ranging from 36 to 77 per cent.; the whole class averaging 63 per cent. The paper set to this class was somewhat easier than the boys' paper. It covered the subject as required for the matriculation examination of the University of New Zealand. The results are highly satisfactory, showing a minute and accurate knowledge of the subject.

From Girls' Class V. thirty-five candidates gave in papers. Four of these—O. Mackenzie, K. Begg, G. M. Wright, and F. Moore—received 90 per cent. of marks and upwards, eight received 80 to 90 per cent., and the others ranged from 20 to 80 per cent., the whole class averaging 60 per cent. The paper set to this class was of a more elementary and general character than either of the others. It covered the ground treated in Roscoe's "Chemistry" in the Science Primers, and assumed a general knowledge of the chemistry of *fire, air, water, food, breathing, oxygen, hydrogen, carbonic acid, phosphorus*, and a good deal of knowledge of the chemistry of common things.

The results obtained here, as in the other High Schools' chemistry classes, are such as to show that the chemistry of the High Schools is in most competent hands, and receives a fair share of the teaching of this institution. In conclusion, I must be allowed to say that it is very gratifying to me to see that chemistry receives so much attention and is so thoroughly taught at these schools.

The Chairman, Board of Governors.

JAMES BLACK, Examiner.

#### 8. PROFESSOR PARKER'S REPORT.

As far as my experience goes, the results of this examination show a percentage of passes decidedly above the average for science examinations in schools. In the Fifth Form 88 per cent. of the total number of boys examined have passed, in the Upper Fourth 77 per cent., and in the Lower Fourth 74 per cent. In the Fourth Form none of the boys reach a high standard of excellence, while, on the other hand, very few sink much below the minimum for a pass. In the Fifth Form 11 per cent., *i.e.*, two out of the seventeen examined, obtain over 70 per cent. of the marks, and are placed in the First Class, their papers being decidedly well done, and giving evidence of accurate observation and a clear understanding of the subject. Of the two unsuccessful candidates in this form, one is only a few marks below the minimum, while the other obtained only 8 per cent. of the marks, his paper being extremely careless and inaccurate.

I am disposed to think it would be an advantage if less importance were given to the niceties of botanical terminology, and more attention devoted to general morphology and physiology. I was much disappointed, for instance, by the answers to Questions 4 and 5 in the Fourth Form paper, and to Question 4 in that for the Fifth Form.

As might have been expected, many of the boys have not yet conquered the habit, which it is one of the main objects of scientific education to eradicate, of "describing" not merely what they see, but what they consider they ought to see. Nevertheless it is satisfactory to notice that, as a



## INCOME OF CERTAIN SECONDARY SCHOOLS FOR YEAR 1883.

SCHOOLS.	Balances on Jan. 1, 1883.	Voted by General Assembly.	From Endowments.					8.	9.	10.	11.	12.	13.	14.
			3.	4.	5.	6.	7.							
	£ 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	791 1 7	..	..	2,122 15 8	..	60 17 0	2,183 12 8	2,159 17 3	..	..	183 7 6	..	705 19 4	6,023 18 44
Auckland Girls' High School	903 19 101,000 0 0	..	..	..	..	60 17 0	60 17 0	1,665 15 4	..	..	..	18 15 0	..	3,649 7 2
Thames High School	450 16 2	250 0 0	..	394 11 4	..	60 17 2	1,055 8 6	311 4 0	..	..	..	..	..	2,067 8 88
Whangarei High School	125 11 4	69 6 0	..	5 0 0	..	182 11 2	187 11 2	53 3 0	..	8 10 9	57 16 6	..	..	501 18 9
New Plymouth High School	27 17 6	..	..	245 0 0	..	195 3 10	440 3 10	206 0 0	..	..	150 0 0	..	..	824 1 4
Wanganui High School	..	..	5,435 9 3	..	280 13 7	..	280 13 7	..	..	..	..	..	..	5,716 2 10
Wanganui Industrial School	..	..	..	613 17 3	..	..	613 17 3	780 10 0	..	..	..	..	856 0 11	2,250 8 2
Napier High Schools	142 15 6	..	..	414 7 4	..	1,000 0 0	1,414 7 4	..	..	..	660 18 0	..	427 14 8	2,645 15 6
Wellington College	..	500 0 0	..	1,089 13 10	..	..	1,089 13 10	2,055 7 0	..	10 12 6	..	..	121 9 2	3,727 22 6
Wellington Girls' High School	..	1,175 0 0	..	..	..	..	..	833 5 0	..	..	..	..	..	2,008 5 0
Nelson College (Boys')	1,463 1 9	..	..	492 15 0	994 8 6	..	1,487 3 6	1,176 15 0	1,829 2 6	45 19 5	578 4 9	..	..	6,580 3 11
Nelson College (Girls')	..	500 0 0	..	..	..	150 0 0	150 0 0	1,376 17 3	1,058 3 0	..	..	..	..	3,085 0 3
Christchurch Boys' High School	275 7 1	..	..	2,132 6 5	..	..	2,132 6 5	1,670 11 0	..	..	..	15 19 10	..	4,094 4 4
Christchurch Girls' High School	68 13 7	..	..	286 0 6	247 9 8	200 0 0	783 10 2	1,013 5 1	..	..	..	14 13 10	..	1,830 2 8
Rangiora High School	237 2 4	..	..	227 2 3	..	..	227 2 3	75 19 0	..	..	179 11 6	7 15 0	42 11 3	770 1 4
Akaroa High School	..	..	..	361 7 8	..	64 7 1	425 14 9	97 16 9	..	..	..	..	..	523 11 6
Ashburton High School	..	..	..	444 17 7	28 16 0	..	473 13 7	179 1 6	..	23 7 3	..	..	101 18 1	778 0 5
Timaru High School	592 12 5	400 0 0	..	825 13 11	111 13 4	..	937 7 3	745 4 0	..	..	5 0 0	..	222 9 10	2,992 13 6
Waitaki High School	4 10 0	..	..	330 0 10	..	..	330 0 10	86 14 0	..	..	..	..	4,000 0 0	4,841 4 10
Otago High Schools	13 7 9	..	12,005 1 2	2,481 9 4	2,420 8 8	..	4,901 18 0	3,250 13 6	1,684 15 0	..	36 9 5	..	349 10 7	722 381 15 5
Southland High Schools	..	..	654 17 4	554 0 1	..	146 7 1	700 7 2	863 4 4	..	71 17 11	..	..	3 3 0	2,293 9 9
Total	5,096 16 103,894 6	0 18,605 7	9 13,570 19	0 4,083 9	92,121 0	4 19,775 9	1 18,601 3	0 4,572 0	6 160 7	101,851 7	857 3	86,830 16	1078,444 19	2

## EXPENDITURE OF CERTAIN SECONDARY SCHOOLS FOR YEAR 1883.

Schools.	Liabilities on Jan. 1, 1883.	Expense of Boards' Management, Office and Salaries.	Teachers' Salaries.	Boarding-School Account.	Examiners' Fees and Expenses.	Scholarships and Exhibition 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, 1883.	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	..	230 12 7	3,549 19 1	..	25 1 6	..	195 15 3	1,191 2 2	2,150 5 11	24 3 0	42 4 10	..	44 14 0	6,023 18 4
Auckland Girls' High School	..	..	2,023 0 11	..	150 4 7	..	122 18 10	332 16 1	59 11 1	..	..	..	960 15 8	3,649 7 2
Thames High School	..	18 9 0	921 16 8	..	26 5 0	..	27 6 0	148 10 8	23 13 9	1 0 6	9 17 2	..	885 9 11	2,067 8 8
Whangarei High School	..	2 14 1	158 6 8	..	..	..	3 7 6	62 9 10	..	..	13 14 6	..	261 6 2	501 18 9
New Plymouth High School	..	15 1 0	530 10 0	..	..	10 0 0	7 14 6	112 2 9	22 4 0	..	..	..	126 9 1	824 1 4
Wanganui High School	30 6 8	44 10 7	..	..	..	..	..	..	..	..	..	5,535 9 3	105 16 4	5,716 2 10
Wanganui Industrial School	..	60 14 10	1,172 10 7	..	..	18 2 6	30 9 5	690 2 3	56 6 0	216 1 3	6 1 4	..	..	2,250 8 2
Napier High Schools	..	..	211 5 0	..	..	..	44 4 0	2,149 4 11	..	..	241 1 7	..	..	2,645 15 6
Wellington College	639 19 4	150 13 4	1,823 6 8	..	31 10 0	94 16 6	56 17 9	264 18 5	37 17 6	536 6 10	90 16 2	..	..	3,727 2 6
Wellington Girls' High School	..	40 1 0	784 7 6	..	..	..	99 19 11	559 7 10	40 2 0	..	19 4 7	..	465 2 2	2,008 5 0
Nelson College (Boys')	..	762 3 0	1,741 2 0	1,587 4 0	30 9 0	832 10 0	94 5 7	742 15 1	..	..	552 4 0	..	737 14 3	6,580 6 11
Nelson College (Girls')	..	125 0 0	1,256 19 3	697 19 9	..	..	241 2 4	81 11 8	23 2 1	300 0 0	56 8 3	..	297 16 11	3,085 0 3
Christchurch Boys' High School	..	80 0 0	2,813 9 10	..	107 2 0	..	..	131 2 9	..	257 13 0	587 17 3	..	116 19 6	4,094 4 4
Christchurch Girls' High School	..	60 0 0	1,192 4 3	..	71 8 0	..	..	159 6 11	..	..	198 15 4	..	148 8 2	1,830 2 8
Rangiora High School	..	..	75 0 0	..	..	..	..	613 5 6	..	..	81 15 10	..	..	770 1 4
Akaroa High School	..	..	155 11 6	..	..	..	26 0 11	..	..	..	283 10 11	..	61 8 2	523 11 6
Ashburton High School	27 4 5	..	650 2 9	..	..	..	12 14 0	44 5 11	23 5 4	6 18 0	13 10 0	..	..	778 0 5
Timaru High School	..	30 10 6	2,083 0 0	..	50 0 0	45 8 0	85 18 8	38 13 8	26 4 0	2 2 0	28 17 8	500 0 0	11 19 0	2,902 13 6
Waitaki High School	3,414 19 6	15 0 0	300 0 0	..	..	..	27 11 3	477 7 1	53 19 8	94 5 3	244 4 4	..	213 17 9	4,841 4 10
Otago High Schools	..	151 11 2	6,440 18 4	1,186 6 5	84 0 0	62 17 10	98 2 3	12,112 13 5	145 0 0	1,027 12 2	1,072 13 10	..	..	22,331 15 5
Southland High Schools	170 16 9	50 0 0	1,488 15 1	..	..	10 10 0	89 0 9	32 15 3	81 18 4	15 9 4	69 12 10	..	284 11 5	2,293 9 9
Total	4,283 6 8	1,837 1 1	129,372 6 13	13,421 10 2	2,576 0 1	1,574 4 10	1,263 8 11	20,514 12 2	2,753 9 8	2,491 11 4	8,609 10 5	56,035 9 3	4,722 8 6	679,444 19 2

