

Geometry, Parts I and II, with Lessons in Experimental and Practical Geometry; Baker and Bourne's Elementary Algebra, Part I. Science—Gregory and Simmons's Exercises in Practical Physics. Drawing—Geometrical definitions; freehand drawing from cards and nature objects; followed by design in colour. Geography, writing, and singing.

Girls' School.

Highest.—Work in all subjects to the standard and programme required for Junior University Scholarship Examination. Subjects: Mathematics; English (grammar, composition, literature); Latin; French; physical science (heat); natural science (botany); history.

Lowest.—A first-year course of secondary work of a more elementary character than for scholarship-holders, but on lines for preparation for the Intermediate Certificate Examination. Subjects: English (grammar, composition, literature); arithmetic; French; history; geography; shorthand; book-keeping; hygiene; plain sewing; singing; drawing; drill.

CHRIST'S COLLEGE GRAMMAR SCHOOL.

Staff.

Mr. A. E. Flower, M.A., M.Sc.; Rev. G. S. Bryan Brown, M.A.; Messrs. E. G. Hogg, M.A., F.R.S.; J. Monteath, B.A.; H. Hudson, B.A.; H. B. Lusk, M.A., LL.B.; P. M. Baines, B.A.; Rev. F. G. Brittan, M.A.; Messrs. B. Matthews, M.A.; G. S. Lambie, M.A.; F. Sutton Carter, M.A.; C. S. Marshall, M.A.; H. Lang, B.A.; J. F. D. White, B.A.; M. A. H. Fell, B.A.; G. H. Merton, B.A.; E. Jenkins, M.A.; E. H. Severne, B.A.; C. L. Young; A. J. Merton; J. M. Madden; W. Bridge; Captain F. Farthing.

I. EXTRACT FROM THE ACTING HEADMASTER'S REPORT.

The school has been through a period of trial and experiment, which, to my mind, is of very great value. It has shown us that it is not possible to imprint on us the direct organization of a great English public school without paying due regard to local conditions and customs. It has shown us that, whatever shortcomings we may have had in the past, a very large amount of our work has been carried out on right lines; and there is no doubt in the minds of those of us familiar with past methods and traditions that many of them will have to find a place again permanently in our work. It is not necessary for me to show here that in the past the school has been entirely moulded by men from the best of English public schools with English University training and experience. After over sixty years of this should we not, therefore, have substantially all the essential parts of a good English school with our own traditions and modifications to suit our very different circumstances?

During the last two terms work has been carried on with as little change as possible, but, with an unsettled staff, many of whom are working on lines unfamiliar to them, certain parts of the work have undoubtedly suffered. In spite of the urgent necessity for rearrangement in some directions the best interests of the school have, I think, been served by a period of quiet work, and necessary alterations will doubtless be made before next term begins. In such a case, however, as that of the recently introduced subject of civics, we had to merge it into its proper place in the teaching of history and English, and remove it as a special subject from the school syllabus. Numberless opportunities occur for masters to impress on boys the elementary notions of duty and government that one might class under the head of civics; and, taken as a whole, a large number of the problems that confront a boy later on in the outside world are found on a small scale in a school, and a boy who takes a full part in all the activities provided for in a school of this description is well equipped by the time he leaves, especially if he rises to the status of a senior boy or a prefect. I would here like to mention that the practice of taking away boys at an early age from school when they are just developing is becoming much too common for them to derive full benefit from their school life. The military and engineering side has so far not justified its existence, as provision can be made, and has been made in the past, for boys going in for such professions without attempting to make a separate branch of the school, especially with such numbers as we have.

Since last commemoration Mr. Napier has left to take up work at Otago University; his place was then taken temporarily by Mr. H. V. Rowe, and he was succeeded by Mr. J. F. D. White. Mr. Fell arrived to take over the modern languages at the beginning of the second term, and since then we have managed to keep the staff unchanged. Mr. Matthews has gone into the schoolhouse as house tutor to assist Mr. Carter, who has taken charge of the schoolhouse at the request of the governing body during the last two terms. Mr. Marshall, of Canterbury College, remained to assist us for the rest of the year, filling the vacancy caused by the departure of Mr. Hudson, who left on a visit to England in May. The absence of three members of the permanent staff at the same time has put a severe strain on the teaching resources of the school, and it is impossible to secure the highest efficiency under such conditions.

The lower school has resumed for the time being its *status quo*, and is still an integral part of the school. Mr. Jenkins has had a very successful year there, and has imprinted vigorously on the younger ones many of the habits and ideas that make them so soon fit into their places in the upper school. With regard to the lower school, I am sure boys are admitted to it while too young, and I hope to see the standard as well as the age of admission raised.

The percentage of passes last year was approximately the same as that of the previous year, but the conditions have been so different in the past that a fair comparison cannot be instituted. In addition to the University Scholarship and Matriculation successes, one pupil was awarded an Agricultural Scholarship at Lincoln College, and two passed into Sandhurst. There have been numerous academic successes among ex-pupils of the College.