

Form IV., and arithmetic in Division B). M. H. Berkeley; salary, £250 (takes classics and English in Form III., and arithmetic in Division D). W. Morrison, B.A. Oxford; salary, £300 (takes classics and English in Form II., arithmetic in Division C, and French in Form II. and remove). J. Dawe, B.A. Cambridge; salary, £325 (takes classics and English in I. Form, arithmetic in Divisions E and F, and music the whole school). J. E. von Tunzelmann; salary, £160 (teaches French to Forms VI., V., IV., and III.; also German, which is optional). F. Burchell, teacher of drawing; optional.

The buildings consist of—The Headmaster's house, containing a class-room; the Second Master's house, containing a class-room; detached wooden building, containing three class-rooms; stone school-room; the Chaplain's house; the chapel, built of stone; the library, containing the Registrar's offices and Commemoration-hall; the gymnasium; a small chemical laboratory.

Christ's College, 26th June, 1878.

ROBERT S. JACKSON,
Registrar.

CANTERBURY GIRLS' HIGH SCHOOL.

REPORT OF INSPECTOR-GENERAL.

Education Department (Inspector-General's Office),
Wellington, 14th June, 1878.

SIR,—

I have the honor to inform you that I have paid a visit of inspection to the Girls' High School at Christchurch, and to present the following report:—

I did not propose to myself the task of examining the school, partly because, being so lately established, it is not prepared for any severe inquiry as to the attainments of the pupils, and partly because I think that a full examination of a secondary school should be conducted by two or three Examiners rather than by one acting alone. What I endeavoured to do was to ascertain, by observation and by questions, whether the arrangements of the school, the methods of instruction, and the quality of the teaching are of such a character as to afford reasonable hope of successful results.

I spent the greater part of three days (the 4th, 5th, and 6th instant) in the school, interfering as little as possible with the conduct of the classes, and taking note of the work done and of the manner in which it was done. I have no doubt that the presence of a stranger is slightly disconcerting to the ladies engaged in tuition; but I am sure that the Lady Principal and all the teachers did all that they could do to give me an opportunity of seeing the school in its ordinary condition, and occupied with its ordinary work. I am much indebted to the Lady Principal for the frankness and fulness of her replies to the many questions I found it necessary to ask, and for the readiness with which she acceded to my proposal that I should meet all the teachers together for an hour's conversation. In the course of this conversation, while improving my acquaintance with the general principles on which the school is conducted, and finding opportunity to make some suggestions and to offer advice, I also received abundant proof of the cordiality of the relations of the various members of the staff with the Lady Principal and with each other, a point which I had previously noted for inquiry, and on which I am disposed to lay great stress.

The school was opened in September of last year, and during the first term laboured under great disadvantages. The building being unfinished, the school was provided with temporary accommodation in the class-rooms of Canterbury College, which were in many respects unsuitable; some of the teachers, who had received appointments, were not able to enter upon their duties till late in the term; and the appointments were not all filled up. Assuming that the Board of Governors will cause an annual examination to be held, I should advise that the first examination be deferred till the end of the current year, 1878, in consideration of the unfavourable conditions of the first term. Even at the end of the year, it will be right to bear in mind that the school is of very recent institution, that the proper work of a high school is new to most of the pupils, and that therefore the attainments of all but a very few of them will be far below the standard which an Examiner not fully acquainted with the circumstances of the case would expect them to reach. The lowest class is at present receiving instruction of a merely preparatory kind, which, however, is not out of proportion to the work done in the higher classes. If care be taken not to admit for one or two years any pupils who cannot at once take their place side by side with those who constitute the lowest class for the time being, that class will, I think, by that time be a satisfactory one, and stand well related to the highest class, which will then have arrived at its normal condition.

The time-table seems to be carefully and judiciously arranged, and all the movements and changes of classes are made in strict accordance with it, with commendable punctuality, and without confusion. Though there is very little school-"drill," there is a sufficiently good mutual understanding as to necessary movements. Perhaps, as the number of pupils increases, it will be found advisable to establish some conventions of a more definite or at least of a more noticeable character than any which presented themselves to my observation.

A great difficulty in connection with the distribution of the school time arises from the withdrawing of individual pupils from the classes in constant succession throughout the day for lessons in instrumental music. In the same way, though in a less degree, the drawing class interferes with the general work of the school. Every effort appears to be made to reduce this evil to a minimum, but it must seriously affect the progress of the classes, and some allowance ought to be made for it in judging of the efficiency of the teachers.

The time-table reveals a defect in the organization of the school to which I think it right to call attention. There are five classes always at work, and there are only five teachers, including the Lady Principal. As a consequence, the Lady Principal is never at liberty to supervise the work of the subordinate teachers. Time for such supervision might perhaps be secured by occasionally throwing two classes into one, and thus liberating one teacher; but as this expedient has been already adopted for certain hours to give two or three of the more advanced pupils the advantage of special instruction in Latin, mathematics, and French, it may not be found practicable to extend its operation. The