

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

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

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

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

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

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

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

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

NELSON COLLEGE.

1. REPORT of the GOVERNORS for the Year ending 31st December, 1885.

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

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

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

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

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