

subject deserves to be noticed, there is another department in which the deficiency was very marked—namely, delivery. In the lowest Forms, and in the Sixth, the elocution was quite up to what could reasonably be expected; but in other Forms, in spite of every effort on the part of the teachers, the reading was often too rapid and almost universally indistinct.

(b.) *Spelling*.—Throughout the school the spelling is excellent. The oral spelling in the lower Forms was well done, and I do not remember a mistake in the papers except in a very few cases of proper names.

(c.) *Parsing and Analysis*.—The parsing was fairly well done—quite as well, perhaps, as is compatible with good work in other subjects; the common tendency at present being to give most undue prominence to this particular branch of the study of English. The analysis appeared to be well done; but the crabbed forms in which they were written out rendered the deciphering of the results a matter of some difficulty. This peculiarity is, however, universal: I have never examined a school in which it was not observable.

(d.) *Historical English Grammar*.—This subject is studied in the Sixth and Upper Fifth Forms, and with excellent results. The comparatively simple questions in the examination papers were answered in a style which showed a genuine knowledge of the growth of the English language, and the far more difficult questions orally proposed to the Sixth Form elicited replies that could result from nothing short of most painstaking and accurate study.

(e.) *Composition and Paraphrasing*.—The composition was generally fairly done. There were, of course, many instances of confused constructions, failures in sequences of tenses, &c., but the total result could certainly not be said to be below the average. Such being the case, I have the less hesitation in saying that the paraphrasing was very bad. The pupils seemed to find the greatest difficulty in varying the method of expressing a given thought. However, paraphrasing is but an aid to composition; and where the chief object is attained there is no necessity to dwell on the deficiencies of the means.

(f.) *Literature*.—In this subject it is noticeable that nearly all the selected works are poetical, and that so difficult a subject as Richard II. is taken up by the Lower Fifth. The general descriptions of scenes or of contents of books were satisfactory, and the more difficult descriptions of character showed that the import of the books read had been carefully explained. The meanings of difficult passages were generally adequately explained, but the impression left on my mind was that the subject was too difficult for the teachers to go into with the thoroughness which is desirable. A play of Shakespeare may be thoroughly understood as far as the meanings of its expressions go, and yet much that ought to be known to make the study interesting and fruitful will have to be omitted where the students are very young. It seems doubtful whether it is worth while to read Shakespeare on this limited system. The most difficult subject attempted was Spenser's *Faerie Queene*, of which the first six cantos of Book I. were read by the Sixth Form. The one question set on the subject was very well and fully answered, but the time allotted to the examination did not allow of any thorough test of the power of the class to grapple with the numerous difficulties that abound in the poem. On the whole I am satisfied that the work has been thoroughly done, and that the pupils really understand the difficult books they have been reading.

(2.) *History*.—The subject of history, though by no means badly done, produced what I think were the least satisfactory results of the three subjects. It seems to me that there is a lack of power on the part of the pupils to realise that the facts they have read about really did occur, and to see them, as it were, present with all their accessories. Probably this must always be the case where compressed histories are used; and it is much to be deplored that the system of modern education obliges teachers to use text-books which are of little use for any purpose except those of examinations. Within the lines admitted by the books the teaching has been good and careful. The leading points have been thoroughly impressed on the pupils' minds, and a fair acquaintance with the outlines of English history has been acquired by the higher Forms.

(3.) *Geography*.—The geography was in every way most satisfactory. The pupils showed wide and thoroughly intelligent knowledge of the subject. They had acquired not a mere knowledge of lists of names, but a vivid idea of the configuration of the earth, of the localities of its various products, and of the causes which lead to the establishment of trading centres and the localisation of industries. The physical geography in the Lower Fifth was particularly well done; and I should be glad to see this most interesting and mind-awakening subject make further progress in the school.

The Boys' High School.

The Syllabus.—As in the case of the Girls' School, I have to express a very high opinion of the general excellence of the curriculum. The chief point to which I take exception is that in the higher Forms the course becomes exclusively literary. Not only was no history taken up by the Sixth Form, but even historical grammar was not studied. The latter subject is read only in the Fifth Form, and it is useless to imagine that any solid advantage can be gained by boys who attempt to master such a subject during their progress through a single class. History, again, is not studied beyond the Fifth Form, and even there in such an elementary compilation as the *Royal History*. In history, however, the boys have the advantage of training in the lower Forms, and it must be admitted that the Fifth acquitted themselves admirably in it, which certainly cannot be said of their performances in historical grammar. I must further express my opinion that Shakespeare should not be attempted in the Lower Fourth, and that the works studied ought to include some good prose. At present I find only poetical and dramatic writings are studied, and it seems monstrous that a boy should go through such a lengthy course of literature as he does in this school, and yet perhaps never hear even the names of Swift, Addison, or Macaulay.

Teaching.—I have the greatest pleasure in testifying to the excellence of the teaching in the higher Forms. I was completely surprised at the thoroughness with which the Fifth and Sixth Forms answered most difficult questions on points of Shakespearian criticism. The remarkably