

allowance of time, the strongest subject in the school curriculum, and we should anticipate such an accelerated rate of progress in the mathematics of the Upper School as would permit trigonometry to be taken up by all the boys of the two highest classes.

Under this system the independent classification now existing in mathematics would have to be abandoned. Of course, independent classification would still be possible in so far as the subdivisions of the Forms were concerned, and with proper arrangements it might be extended to two consecutive Forms, if in any instance that were thought desirable, for two masters would be available, and it must be remembered that a separate master is not required for each subdivision of a mathematical class. As a rule, however, the Forms, although not the subdivisions, would be the same in mathematics as in Latin. The Form to which a boy should be assigned would be determined by examining him in Latin and English on the one hand and in mathematics on the other, and making a compromise when necessary between his literary and mathematical attainments. The promotion of the boys from Form to Form would be regulated in the same way.

The proposal to specialise the mathematical department is not a new or untried scheme. The specialisation of the several departments of instruction is, on the contrary, the main feature which distinguishes the organization of a high-class secondary school from that of a primary one. It has already been adopted in the Grammar School in the departments of French, science, and drawing; all of which subjects are now taught by specialists with manifest advantage. In most of the high-class schools at Home and in this colony the mathematical department is assigned to special masters, with great benefit to its efficiency, and without detriment to the general discipline of the school. We are of opinion that the same principle of specialisation should be carried out as far as possible in the other subjects of instruction. Thus the geography throughout the school should be intrusted to a master or masters who are themselves interested in the subject, and who possess an aptitude for teaching it in an instructive and interesting manner. We have already suggested that this subject should assume in the Upper School the form of physical geography or physiography, which would naturally fall within the domain of the science master. Care would have to be taken, however, not to encroach upon the time allotted to his other scientific work—and it should be remembered that he requires time, not merely for giving instruction in science, but also for the preparation of his scientific experiments. It is hardly necessary to add that the class-rooms also require to be specialised—in other words, that each subject should be taught in a room which has been seated and furnished with a view to convenience in teaching that subject.

We do not suggest that the reorganization of the school contemplated in these recommendations should be at once carried out to its fullest extent. Such a course would be inconvenient, and might be attended by unmerited hardship. We think that the headmaster, who knows better than we do the capabilities of the present staff, should be consulted as to the extent of reconstruction that is now feasible, and that he should be entrusted with the duty of drawing up such a re-arrangement of the work of the masters as, after earnest consideration, might commend itself to his judgment. The completion of the reorganization of the school on the lines indicated should be kept in view as an aim to be attained as soon as future changes afford fitting opportunities.

There is, we understand, an impression existing in the minds of some parents that there is not sufficient explanation given by the teachers to the pupils. We are satisfied that this impression is entirely erroneous. It is even possible that explanations may be given too liberally, and from what we saw of the school work we should think it more possible for an error to be made in that direction than in the direction of scantiness of explanation.

Complaints are also, we are informed, sometimes made that the amount of work given to the boys to be done at home is excessive. So far as this complaint refers to the working of sums in arithmetic or algebra, or to the writing-out of exercises in parsing, or the analysis of English sentences, we sympathize with it if it is well founded. There is no necessity for the boys to carry home with them any work in those subjects.

It has been hitherto, we understand, the practice for outside examiners to examine the whole school annually for the purpose of classifying the boys and awarding prizes. This seems to us to be a very useless expenditure of time and labour. Nor is it possible for any outside examiner, even with ten times the labour, to do this work so well or so fairly as the masters themselves. It is clear that the master of the Form has the best knowledge of what ought to be expected from the boys, and he alone is able to take into account, in classifying and awarding prizes, the results of examinations previously held and work previously done throughout the year. Occasionally it may be necessary that outside examiners should inspect and examine the school, but such an examination and inspection should be held solely for the purpose of ascertaining the general state of efficiency of the school, and not for purposes of classification.

According to the existing arrangement the school year begins in September. This arrangement does not, so far as we are aware, exist in any other school in the colony. We strongly recommend that the annual examination and promotion should take place in December, and that the school year should commence in February. With the further view of facilitating the formation of the classes for the year we would suggest that the Board of Governors should apply to the Board of Education to alter the date of the examination for district scholarships from August to December.

Hitherto the school has laboured under a serious disadvantage owing to the unsatisfactory arrangements according to which district scholars have been admitted. This disadvantage has, no doubt, militated against the success of the school in the University examinations, and in other ways. Under the new regulations which have just been brought into force by the Board of Education this disadvantage will no longer exist. We have every hope that if the undoubted zeal and ability of the headmaster and of the leading members of the staff are backed up by the cordial support of the governors and the parents of the pupils, and if the suggestions that we have ventured to