

forms, it appears from the time-table that the fifth and the sixth forms are taught together. In some of the larger schools, on the other hand, it has been found necessary to divide some of the forms. Thus, at Auckland College and Grammar School each of the two highest forms has two divisions; in Christ's College Grammar School the fifth form has three divisions, and the lowest form two divisions; in the Dunedin Boys' High School the second and the third forms have each two divisions. In the girls' schools the number of forms varies, there being six in Auckland, five in Christchurch, and four in Dunedin. In these two latter schools, however, one or more forms are divided, so that there are practically six classes in each of them. The complete curriculum at each of the schools seems planned to extend over from six to eight years, according to the capacity of the pupils.

In most of the boys' schools Latin is taught in all the forms, or, at any rate, Curriculum. in all except the lowest. In Auckland College and Grammar School, however, Latin is begun only in the highest class in the lower school. In the Christchurch Girls' High School, Latin is commenced in the lowest form but one; whilst in the girls' schools at Dunedin and Auckland it is not taught at all in the lower school. The study of mathematics is also commenced in the Christchurch Girls' School at an earlier period than at Dunedin and Auckland.

We believe that the interests of education will be best promoted by leaving each school free to adapt its curriculum to its own circumstances, to the requirements of the district in which it is situated, and to the special aptitudes of its teachers. Where there are two secondary schools in one town (as, for example, in the case of Christ's College Grammar School and the Boys' High School, at Christchurch) this freedom may be peculiarly useful, if one school be made strong on the classical and the other on the modern side. It may be convenient, however, to indicate here the general course of study which in our opinion ought to be followed in secondary schools. In boys' schools Latin should be taught in every class, or, at least, in every class except the lowest. A language like Latin can only be learned slowly and gradually, and requires to be taught to boys for many years before they can acquire much skill in its use. In view also of the fact that comparatively few boys stay at school long enough to reach the sixth form, it is desirable to get the irksome work of the Latin accidence over at as early a period as possible in a boy's school-life. In all but the two lowest classes, Latin, mathematics, and one modern language, ought to be included in the course of instruction. Arithmetic and writing should receive careful attention, as also should English (including history and geography), special prominence being given to composition in the lower forms, and to the history of literature in the higher. Greek, or, as an alternative, science and a second modern language, ought to be commenced in the lowest class of the upper school. Not more than two branches of science should be attempted to be taught in any one school, and the instruction given should be of a practical character, with the aid of objects and experiments, rather than by means of text-books. Drawing should be taught to all the pupils. We see no reason why the curriculum of a girls' school should differ materially from that of a boys' school, except that in the former it would be unadvisable to introduce the study of Greek. We hold decidedly that the teaching of Latin should be encouraged in girls' schools, in so far as suitable arrangements for efficient instruction can be made; and we think that this subject should be begun at about the same period as in boys' schools. In mathematics, however, the course of study in girls' schools need not be so extensive as in boys' schools, and may therefore be commenced at a later stage.

It is a common opinion that the curriculum of a secondary school should be framed with the sole aim of preparing its pupils for the University. This is a very inadequate view of the functions which such schools have to perform. As a matter of fact, only a small proportion of the pupils in secondary schools go to the University: most of them enter on the ordinary business of life immediately on leaving school, and for them the secondary school ought to aim at providing a complete education, so far as it goes. A school-system which does not attempt to do this, as well as to train students for the University, cannot be said completely to Classical and modern sides.