

part of the whole system, then I am of the opinion the system is no better off, and the remedy a very doubtful one.

If this Department fully understood the import of Clause XIII. of my paper referred to, and I think they did, they would reasonably expect that by the introduction of the Fifth Form in the Public School there would be a withdrawal, in a measure at least, from the High School of the subjects prescribed for the Fifth Form; they would expect that a pupil passing the Leaving Examination and entering the High School would stand on a higher plane, so far as kindred subjects are concerned, than they occupied whilst in the Fifth Form. Less than this would be useless, to my mind, and it may surprise some of you when I tell you that the new regulations are practically useless, so far as concerns those pupils who pass from the Fifth Form into the High School. It will no doubt necessitate a complete change of curriculum in the High School if the remedies suggested later on herein are made, and I hope they will be made; and without their being made I fear the Fifth Form will fail in its usefulness to a very considerable extent. To illustrate: If you will refer to the new regulations, sub-section 2 of clause 10, you will see it says, "Candidates who pass the Public School Leaving Examination shall be entitled to admission into the classes in Form 2 of a High School *in the subjects of the Public School Leaving Examination.*" Now, if the subjects of the Public School Leaving Examination in Form 2 of the High School were in advance of those subjects in the Fifth Form, it would be, as one would reasonably expect, but a reference to the subjects in Form 5 (page 3, new regulations), and the subjects in Form 2 of the High School (page 20, old regulations) will convince you that they are almost wholly identical; so that the inevitable effect is, that a pupil passing the Public School Leaving Examination goes into Form 2 of the High School to spend one year, at least, going over the same work he did the year before in the Fifth Form, plus, of course, the classics. What is the result? Pupils will pass the Entrance Examination from the Fourth Form (for the entrance is not gone yet) and enter the High School without touching the Fifth Form at all. The effect will be to strangle the Fifth Form and render it so unpopular as to be put out of the schools altogether. This state of things is certainly not right and should be remedied at once.

The only solution, and one which I think this Department ought to demand, is that the subjects prescribed for the Fifth Form should embrace entirely the subjects of Form 2 of the High School (less the classics), and in this latter form the advanced English subjects be taken up. This is what Clause XIII. of my last paper asks for; this, in my opinion, is what the country wishes and will be content with nothing short of.

There are some minor matters which I think ought to be noticed, and I trust will be remedied. In Form 5, in Euclid, only twenty-six propositions of the First Book can be taught; this, I think, is a mis-