

at Junior Leaving Examination at least 60 per cent. to pass in each subject taught in the Public Schools."

Another: "If necessary drop one or more of the foreign languages. Better drop them all than have such a low standing in arithmetic and grammar as we have had."

III. The reports of High School Masters were not so favorable as those of the Inspectors and Model School Principals. The opinions of 110 Collegiate Institute Masters were received, 93 being favorable and 17 opposed. Of the 96 High School Masters 77 were favorable and 19 against. Those reported doubtful have been classed in the opposition.

The Inspectors and Model School Principals view the matter entirely from the standpoint of the efficiency of the teaching profession, while the High School men recognize that matriculants as well as teachers are to be considered; and, while all agree that for teachers the standard in arithmetic and grammar should be raised, many are satisfied with the requirements for those who never intend to teach. Many answers having reference entirely to teachers' certificates are absurd when applied to matriculants, and others opposed to change have matriculants in mind rather than candidates for teachers' certificates.

The answers to question (1) are similar to those of the Inspectors and Model School Principals, characteristic answers being "They should never have been taken off." "Most teachers are weak in these subjects" "Yes, they should be replaced in any case because the standard for Form II. has not been raised to that of the old Junior Leaving." "Yes, the mind of the average pupil in the primary grade is not mature enough to do good work in either grammar or arithmetic."

The remedies suggested, in case of overcrowding, are varied, but may be grouped in five or six classes. Nearly

all agree that there would be overcrowding and that the work would be too heavy if arithmetic and grammar were added to the present curriculum.

Here are two answers that express the difficulty of retaining a uniform examination for candidates for Junior Leaving and Junior Matriculation.

"I believe that candidates for certificates should take arithmetic for their Junior Leaving; but to do this would require a different curriculum from the present one. Teachers for our Public Schools should not be wasting their time on Latin, French and German; their attention should be given to English subjects. This line of thought followed out means a radical distinction between candidates preparing for certificates and those preparing for matriculation." Another: "If arithmetic and grammar be replaced on the curriculum for Junior Leaving will they necessarily be placed on the curriculum for Junior Matriculation? Our principal raises the point fearing the division of the class that would result if the arithmetic and grammar of Part I., Form II., were accepted for Matriculation. But we are unanimously of the opinion that these subjects should be replaced for Junior Leaving on the ground that the standard for teachers' certificates in those subjects should be restored to what it was some years ago."

i. Several suggest the reduction of the optional subjects, one suggests the rather impossible remedy of allowing schools to select the option they prefer to teach.

Here is a sample of the answers suggesting this remedy: "If anything must be sacrificed on the Junior Leaving I think it should be the foreign languages—the mere superficial knowledge of which that is required does not tend to promote sound scholarship; nor aid to any appreciable extent in the understanding and appreciation of our mother tongue."