

real work in the languages? To show that I am expressing not merely my own opinion I may say that every High School Principal that has spoken or written to me in regard to the matter has expressed his belief that to impose the Public School leaving examination on the High Schools according to the present regulations will be to strike a severe blow at language teaching in these schools.

Nor is this a matter of interest to us alone. If we assume, as I do, that the present regulations dropping grammar and arithmetic after the primary, and requiring two languages for junior leaving, are to be continued in force, then it is surely reasonable, if not necessary, that pupils should be encouraged to begin language work as soon as they enter the High School and to make as much progress as possible before they reach the primary stage. Now there is no doubt I suppose that very few of those who enter Form II. with P.S.I. certificates will have taken up any language work. If, then, in addition to these, our Form I. classes are to be so burdened with preparation for this examination that the languages have to be neglected, the great majority of those who enter Form II. will be practically ignorant of the language. Will not the consequence be that those who wish to become teachers, finding that they can reasonably hope to obtain a primary certificate in one year without taking a language, but that if they wish to obtain a junior leaving certificate they will require two languages, and that to master these and to pass part one of Form II. and the other subjects of Form III. will probably take three years, will, as a rule, choose the easier course, and content themselves with a primary certificate? If they do, how many of them think you are likely to return at the end of the three years and take two years more at school to prepare for a junior

leaving certificate? Is it not then all but certain that the effect of the Form I. examination as at present provided for will be to swell the number of primary certificates and to reduce that of junior and senior leaving ones?

What then do we ask or propose? Speaking for myself and those whom I have consulted in regard to the matter, I would suggest that Form I. examination be, like that of Form II., divided into two parts, part one to include the five subjects of the present Form I. examination, viz: reading, drawing, book-keeping, geography, and botany; part two to include the other seven, viz: arithmetic, algebra, euclid, history, grammar and rhetoric, composition and literature; both parts to be required (allowing them to be taken in either order and in different years) for a Public School leaving certificate, but only Part I. to be compulsory for those wishing to obtain a primary junior leaving or senior leaving certificate.

The basis of the division will be evident at a glance. Every one admits the right of the Department to insist that a candidate for any one of these three grades of certificate shall pass at least one examination under its own control in each subject prescribed for them. Now as the subjects included in Part I. are, with the exception of reading, dropped in Form II. the natural time to test the candidate's knowledge of them is when he wishes to leave Form I. The other seven, however, are all continued in Form II. The Department will, therefore, have another opportunity of testing the candidate's knowledge of them, and so can afford to let him pass into Form II. if in the Principal's judgment he is fit to go on with the work of that form. In other words if the regulations as they stand allow the student of Form II. who does not wish a primary certificate, to enter