

this Institute meeting both Arithmetic and Grammar should be put on the examination course for Junior Leaving and Senior Leaving Certificates and that not more than one language be required at either of these examinations."

Another Inspector says, "The present arrangement is sending out teachers who are scandalously ignorant in Grammar and Arithmetic."

Another: "The degradation of Arithmetic in our secondary schools is greatly to be deplored."

The 3rd question asking for a remedy if fear of overcrowding be urged in objection, produced more varied answers; they may be grouped in 6 classes.

I. Take longer time to prepare, suggested by three.

II. Divide the examination like the Senior Leaving. (Four suggest this change, two of whom would have Arithmetic on both Junior and Senior Leaving.)

III. Eight suggest dropping one or more languages or ancient history or a science.

IV. Another suggestion is to adjust the subjects, putting more on Forms I. and II.

V. Another advocates returning to the old Junior Leaving curriculum.

VI. Five think there would be no overcrowding.

Here are two answers:

"No danger of over-crowding. Let the standard be widened and heightened. There has been too much pseudo-reformation in the air, too much option, too much substitution, too much improperly called utilitarianism, too much flexibility. Give us a broad, deep, fixed curriculum and fewer charges."

Another: "In my opinion there is not much danger of an over-crowded curriculum. Only the best will succeed. If it is desired to allow all classes and conditions of candidates to *get through*,

the examination, as at present, why divide the examination into 2, 3, 4, etc., parts and allow them to take one each year? You will by this method succeed in having the profession gorged as it is at the present time.

II. The eighteen Model School principals are unanimously in favor of replacing arithmetic. The following are some of the answers to the first question:

"The general knowledge of primary candidates is too scanty for teaching purposes." (Refers to A. and G.)

"Model School students as a rule are deficient in these subjects."

"Most emphatically yes." "Yes, decidedly."

"Grammar is not known by Model School students as a rule."

"They should never have been removed from the Junior Leaving."

"I think arithmetic should; am not sure about grammar."

The answers to question (3) are similar to those of the Inspectors, the majority suggesting relief by lessening the number of languages or the amount required in foreign languages. Some think ancient history could better be dispensed with than arithmetic and grammar; others, again, offer no suggestions, leaving the matter in the hands of the Inspectors and High School men.

Here are characteristic answers:

"The addition of arithmetic and grammar need add no more work—it will merely require the student to keep his primary arithmetic and grammar knowledge fresh and bright till the Junior Leaving Examination is written off."

Another says: "Drop subjects not taught in Public Schools; if necessary require candidates to take more time for their non-professional training. The greatest difficulty in Model School work is lack of even moderate familiarity of students with subjects of the Public School course. Would require