

school, so to speak, for the rest by providing for them a three or even four-year course.

I'm not at all sure that these conflicting concepts can be reconciled. I am still less sure that a single school can successfully carry out simultaneously the two functions, of diagnosis of the abler and a full secondary education for the less able pupils which the second concept involves (by "successfully" I mean with the utmost benefit to all the children concerned). But what bothers me immediately is that this divergence of opinion about the function of the Intermediate School seems to be preventing the existing schools from performing either function as well as they could; and I am very glad to learn that a committee has been investigating this tricky problem.

The District High School, a form of organisation imposed upon you by great distances and sparsely populated areas, presents difficult educational problems. The schools I visited were without exception delightful places, but like so many of your teachers I'm not too happy about the present District High School set-up. I am a firm believer in the value of a school to a small community and a convinced opponent of young children having to travel a long way to school. So I am very glad indeed to learn of proposals to retain primary schools in small settlements, and consolidate only Intermediate and Secondary Schools.

The small school, especially if a sole teacher school, demands a man or woman (better still, a married couple) of real quality. But from what I saw of the students in your Training Colleges including what you irreverently call "pressure cookers," you should not lack these.

The District High School presents most obviously to an English visitor your version of the tangle every country has got into over the relative status of teachers. Primary and Secondary: are they different orders of human beings? If not, why subject them to different professional procedures and codes of etiquette which suggest they are? There are flaws in that argument, I know, but not in the general principle underlying it: one profession equally honoured in all its parts.

From that you will probably gather that I don't like your grading system for Primary teachers. Quite right; I don't. What other profession would tolerate being examined and marked for professional efficiency every year or two, and a system which effectively prevents the rapid promotion of its ablest members? One further question: What are you going to make of your University? Is it to be an *omnium gatherum* to which all are entitled to go who have successfully passed through High School? Or a select institution in which you nourish with scholarly care the ablest men and women you produce? Or an attempt at compromise between these two extremes? I'm not going to answer the question for you; it's yours to decide, according to your own best judgment. I will say only this: never did the world stand in more need of disciplined yet eager minds and character of the finest quality.

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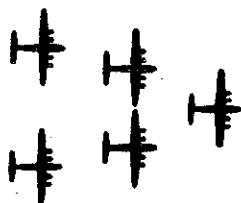
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