

have an increasing tendency to vitiate the taste. I propose that we should stop these hazardous experiments and take advantage of the proved results of the elaborate experiments in education made by older nations. England and Germany, as we must admit, have produced scholars and scientific men of the first rank: we have not, and under our present system I do not believe we ever shall.

Let us therefore exercise a wise humility, and frankly admit that, being a young and inexperienced people, we are very apt to make mistakes. Let us confess our educational sins and shortcomings, and try what repentance will do for us. To my mind the first false step was taken—I think it was in 1875 or 1876—when options were introduced into the High School curriculum, and naturally came to be accepted by the Universities at matriculation. I feel certain we shall never approach the level of the German Gymnasium, or the English Public or Grammar School, until we start our Secondary Education not later than the age of 12, and insist upon an all-round education. In the Universities we make the radical mistake of allowing options at Matriculation, before a broad basis of education has been laid in the High Schools. This is what comes of copying a foreign country in a superficial way, and ignoring the spirit which animates it. "The German Universities," it is argued, "allow great freedom in the choice of subjects; therefore Canadian Universities should do the same." This sounds well, but it is really fallacious. The first three years' work in a Canadian University is no higher than the last three years' work in a German High School. This means that the German Universities, in their ordinary courses, are doing what we should call post-graduate work; and of course post-graduate work should be highly specialized. When we have raised our High School education to the level of Germany, we may wisely allow a fair measure of freedom in the choice of subjects, because we shall then have laid a solid foundation for special studies; until we have done so the present optional system can only produce half-educated and narrow-minded men.

Another pernicious fallacy shelters itself behind the German *Realgymnasium* or *Realschule*. These schools, we are told, either omit Greek or make it optional, and devote their main attention