age at which the pupil can be allowed to take the subjects mentioned, or come up for examination:—

•	•				
Agc.	PU	JBLIC S	CHOOL.		
6 to 9.—Reading.	Writing. A	rithmetic.			
9 to 12.—English.	Mathematics.	Science	. Drawir	1g	Options, French
	ŀ	HIGH SC	HOOL.		
12 lo 13English.	Mathematics.	Science.	Drawing.	French	Latin,
13 to 14					German. Lalin.
14 10 18, "	44	**			anGreek. Latin.
	JUNIOR LE	EAVING	EXAMIN	ATION.	
	L. V. Latin and	Canal			

18 10 19.—English. (a.) Latin and Greek or (b.) Mathematics and Science. French and German.

## SENIOR LEAVING EXAMINATION.

N.B.—No candidate can attempt the Senior Leaving Examination, who has not, at least one year previously, passed the Junior Leaving Examination.

The plan of High School and Public School education, which I have endeavoured to outline, is the result of the best thought I have been able to give to the subject, and is framed in full view of what has been said by leading exponents of the two rival systems of fixed and optional subjects of study. I am quite prepared to hear it denounced by some as unprogressive and reactionary. It will be said that I am not alive to the needs of the modern world, and to the value of so-called 'modern' studies. venture to suggest that every new experiment in education is not necessarily a step in advance. The mobility of mind and decreased sense of individual responsibility, which are to some extent inevitable under the conditions of our modern life, bring with them a distinct danger to the higher life of the community. It is much easier to make rash experients than to recover the ground we have lost. But when we have entered upon a wrong path, surely it is common sense to retrace our steps and start on better lines. It is unprofitable to throw blame for the present condition of education upon one party or another; we are all responsible for it. There is a general feeling, both in Canada and the United States, that something is wrong with their educational systems. The danger is that, in the attempt to provide a remedy we may only make things worse. Such a panacea I believe to be the movement for more, and ever more, specializa-It is like dram-drinking, or sensational oratory, which

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