

ary Lycées, Gymnasia and Academies.

In this country the educational organization is so indefinite and unformed, and the educational terminology in common use so unsystematic, that certain explanations are necessary before any discussion of the province and scope of the secondary school may be proceeded with. The threefold division of instruction into primary or elementary, secondary and superior, has been accepted by our National Bureau of Education, and is in accord with the practice on the Continent of Europe. By superior instruction is meant that given in institutions empowered by law to confer degrees. This may be either general or special, and includes in this country the colleges and universities as well as the professional schools of law, medicine, theology, pedagogy, agriculture, pharmacy, engineering and the like. The implication is, but unfortunately not always the fact, that these institutions for superior instruction have required of applicants for admission the possession of an approved secondary education. By primary or elementary instruction is meant such as the State is justified in requiring of all children for its own safety and perpetuity. In the present state of educational science this may safely be held to include a knowledge of reading and writing, of elementary arithmetic, geography, history, natural science and manual training. This elementary education should begin not later than the sixth year of life, and with the average child seven years may be devoted to it, although specially intelligent or studious children should be permitted, as in France, to complete the prescribed curriculum in less time.

It would seem natural then that the field of secondary instruction should be that which lies between the primary and the superior schools.

But this is not quite true. The aim of secondary education and the character of the subjects comprised in it are such that while it is legitimately bounded by superior instruction on the one hand, it cannot be entirely contained within the limits fixed by the ending of primary education on the other. Elementary instruction is organized as a thing by itself, and it is well understood that it is specially intended for children whose systematic education will, in all probability, end when the primary course is completed. The secondary school on the other hand, while in a certain sense complete in itself, looks forward to having its pupils pass on to some form of superior instruction and expressly prepares them to do so. It would be difficult to name a single instance of a secondary school conducted under private auspices that does not aim chiefly, if not entirely, at preparing boys for college. In order, therefore, that secondary education may be complete and harmonious, it must begin not later than the tenth year of the pupil's life. This is actually the case with the French Lycée and the Prussian Gymnasium. In the discussion that follows it will be understood that only such secondary schools are referred to as stand in direct relation to the colleges and other institutions for superior instruction. This limitation excludes those public high schools which, although nominally secondary schools, have an end peculiarly their own and do not specifically prepare their pupils for anything higher.

The American college is, in the phrase of Tacitus, *tantum sui similis*. It has no counterpart in Europe. Measured by foreign standards it is something more than a secondary school and considerably less than a university. In its early history the American college was, in the scope and character of its curriculum, essen-