

cordance with the principles of the ideal social commonwealth, it will follow: (1) that all schools shall be wholly free; (2) that all, as far as practicable, shall be equally efficient; (3) that the attendance shall be regular and continuous until the limit of the school age is reached, the necessary means being taken to make this compulsory if need be; (4) that text-books and all other school appliances be absolutely free; and (5) that where poverty is a hindrance to regular attendance or efficient school work, the community shall supply the deficient food and clothing.

Furthermore, to provide for the efficient training of teachers, the community, either municipally or nationally, shall institute, equip and maintain, a sufficient number of training schools; that the entrance to these shall be entirely free; that they shall be unequivocally efficient; and that if the graduates therefrom be too numerous to supply the demands, the standard of admission and graduation shall be raised until the supply shall just equal the demand.

Then with respect to University Education, in order that it, as a more complete preparation for life and citizenship, may conform with the genius of our age and satisfy the requirements of our social and intellectual development, there must be laid down as basal principles:—

(1). That it should at once *be enfranchised from the thralldom of its mediæval ideal* that the ancient classics are the necessary and sufficient features of academic study; and also from that of the no less imperfect ideal that any language, whether modern or ancient, or that mathematics, or any other department of study, not specially related to our present social environment, should have any academic distinction, priority, or preference, as against any other department of study.

(2). But that as the distinguishing characteristic of university training is *culture*, and that whatever be the culture we possess, it must if evidenced in any way, be expressed either orally or in writing in our own mother tongue, therefore an ability to *read properly, speak correctly, and especially to write correctly*, and in accordance with the ordinary canons of good English, be an absolutely indispensable condition of receiving the hall mark of culture, a University Degree.

(3). And since as a means for the gain of culture the study of literature in its higher forms of poetry, the drama, and the nobler work of fiction, is universally regarded as the best practicable, and since no literature, whether ancient or modern, is so richly endowed as is our own with works of genius in poetry, the drama, and in fiction, that therefore a *short but sufficiently representative course of English literature*, as a means of developing culture, and not as a linguistic pursuit, should be made imperative on every university student.

(4). But that as the distinguishing characteristic of the intellectual development of our age is its activity in every branch of investigation into the forces and materials of nature, resulting in the opening up of vast realms of knowledge, compared with which the acquisitions of pre-

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