

We have outlined above the full scope of our secondary school. But for obvious reasons such schools cannot be maintained in the smaller centres of population. Consequently, we shall limit them to the larger centres, the number and location to be regulated by necessity. But, to provide facilities for all, there must exist in these smaller centres of population schools doing as a minimum the work of the first three years, and from which the student may pass to the larger school, there to continue his course.

The above idea of the function of the secondary branch of our system indicates its curriculum. Having completed the course of seven years, the graduate should have a thorough knowledge of history and geography, of mathematics as far as analytical geometry and calculus, of his own language, of how to read and of what is best to read in that language. He must be able to read French and German, and the poets, historians, and philosophers who wrote for all time in the Greek and Latin tongues. The earlier years of the course must impart an elementary knowledge of the natural sciences, allowing of the latter years being devoted to an experimental study of physics and chemistry. The philosophical course is the natural culmination to the work of our secondary school. For those who desire to enter upon the study of a particular science, and who are deterred by circumstances from taking the complete course, we must provide a course extending over five years, in which the study of the modern languages and of mathematics will predominate. The need for this is evident. It can be so arranged that they may enter upon the experimental study of physics and chemistry with those taking the full course, and, by making logic a subject of the fifth year, those preparing for science will have a knowledge of this important subject, and those completing the course will be prepared to devote the last two years to the study of philosophy proper. Space does not permit an attempt to indicate further the curriculum, and we must be content with the assertion that the natural sequence of the above studies must be followed.

It has already been stated that the aim of university study is general moral and scientific culture, together with the mastery of one special department of study. The fundamental faculty of the ideal university is that of philosophy, and its spirit must dominate the whole university. Around it as a centre we shall group the professional and technical schools. The preliminary requirements for entrance to the university have already been stated. This standard is demanded in order that those entering upon the study of a liberal