dowed by nature, are to ascend as high above the confines of primal ignorance as human capacity will allow, thus gradually widening the intellectual horizon, until, having reached the summit, the broad domain of human knowledge lies exposed to view. Hence our system must consist of three divisions: primary, secondary, and superior, each complete in itself, yet passing gradually, even insensibly, into the other. Here it is only necessary to mention the desirability, nay, the absolute necessity, to the ideal system, of a uniform course of study throughout the schools of each division, and of a uniform standard of requirement for admittance to a higher division.

The degree of perfection afforded by the first division of our system is the minimum which the state, for its own safety and perpetuity, is justified requiring of each of its citizens. The present advanced stage of democracy renders the acquirement of this minimum an imperative necessity. This elementary education should begin not later than the sixth year, and, with the average child, extend over a period of seven years. A knowledge of religion, ability to read with understanding, and to write legibly, instruction in history and geography, elementary arithmetic, and hygiene, practice in singing and gymnastics under competent supervision, will suffice for the primary school. The youthful mind is introduced to its spiritual and intellectual inheritance, prepared to pass from the vestibule to the inner sanctuary of knowledge, or to occupy a useful place in the humbler of society's elements.

In our ideal system we shall delegate to the secondary school the task of laying the foundation for that knowledge essential to the pursuit of a specific vocation in life. The specific vocations may be conveniently divided into three classes—commercial and industrial, scientific, and the liberal professions. As a prerequisite to the study of a profession, we shall impose a full course in Arts; to science, preferably a course in Arts, or, as an alternative, a minimum special introductory course of five years in the secondary school, corresponding to the "Realschule," which, as a preparation for the study of science, has had such a large measure of success. For commercial or industrial life, it is greatly to be desired that all who engage therein should spend at least three years in the secondary school. This division leaves to the university freedom to devote itself to what is essentially its duty, that of affording an opportunity for study that will lead to general moral and scientific culture, together with the mastery of one special department of study.