

third year in many high and preparatory schools whose course embraces four years. And never until more careful and advanced preparatory work is demanded of and done by those entering College, even with the most painstaking attention on the part of the professor can one attain that fluency and correctness in reading the Classics that should accompany a degree in Arts.

There is, however, less to be complained of in that the demands of matriculation are too slight, than in that these demands are too often temporarily withdrawn, allowing unfit students to enter the school with the understanding that they make up their work at some future time. The harm accruing therefrom is obvious, and is of twofold character.

The curriculum of our College is established on a basis of already acquired knowledge for men of ordinary mental power, that these working faithfully and persistently may fulfil its requirements. Given, then, only partial preparation and the first condition of success has been robbed from the student. He cannot appreciate discussions involving wholly unfamiliar terminology. Much that is taught in class goes by him unapprehended. He is a slave throughout his course, and that in proportion to his ambition. Cribes, the fruit of his abler class-mates' effort tendered him in pity, a little judicious "leg-pulling," these one or all the student entering without adequate fitting must rely upon, if he make even a fair showing in his course. These things, of course, apply to ordinary students, say ninety-nine out of each hundred in college. Prodigies are bound by special rules.

But if it were that only the student himself, subject to tasks harder than he can accomplish, is robbed of much that is for him in the life here, there would be far less than there is of which to complain. It is a fact, however, that rarely does a man unable to do the work assigned a class, enter therein and not prove a check upon the advancement of his fellows. If, instead of one there be several, so much the worse. For these, whose weakness the teacher quickly discovers, there must be explanation oft-repeated, which is, or soon becomes ancient history to the fit man. The latter loses heart, and the professor anxious to advance, yet not willing too neglect the weakest assigned him sees hindered his cherished plans for progress. And so Acadia suffers.

The remedy for this is not far to seek. Friends of the institution can point out to the aspiring student the almost inestimable value of a thorough grounding in elementary and preparatory education, directing him to Horton Academy to fulfill any lack in these. The Academy would thereby receive, in part at least, the fair treatment that she has not always experienced at the hands of her supporters. And if wise counsel fail, and the man persist in his purpose to enter college without standard qualifications, the faculty should respectfully advise him to seek another institution. One