

throw them into a passion from which they could with difficulty recover. The mother was induced to have an examination made of the blood, when it was found that it lacked the proper proportion of elements required for brain nutrition. The children were at once put under the treatment of a physician, and in six months the mother told me she noticed a very marked change in her children. The irritability and sleeplessness with all the other disagreeable phenomena had almost entirely disappeared.

Still another instance of defective nutrition may be found in children who have inherited digestive troubles. Such cases are not at all uncommon, and they are always serious. I cannot but feel that such defective children might better oftentimes be out of

school than in it; for the little knowledge they acquire will be a poor recompense for a total loss of health. When the teacher finds a child who would thus be benefited by leading an out-door, active life all the time, she should not hesitate, but should rather hasten to express her opinion to the parents.

There is a time in every man's education when he arrives at the conviction that envy is ignorance, that imitation is suicide; that he must take himself for better for worse as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till.—*Emerson.*

THE SOCIAL MISSION OF THE PUBLIC SCHOOL.

BY PRES. HYDE, BOWDOIN COLLEGE.

(Concluded from last month.)

ANOTHER condition essential to the social function of the public school is flexible programmes, with frequent irregular promotions, and with examinations which test the power to do intellectual work rather than capacity to remember information.

All children are not alike, either in their mental tastes and aptitudes, or in the rapidity with which they can acquire knowledge, or in the ability to recite what they have learned. There should be as much opportunity as possible for the individual aptitudes of the pupils to find exercise and expression. Broadly speaking, all minds are divided into two classes, the literary and the scientific. Some boys will do splendid work in the laboratory who can get very little from the library. Some who shine in the

library are utterly stupid in the laboratory. The good mathematician is often a poor linguist; and frequently the good linguist is a wretched mathematician. As soon as possible, the children should be allowed to follow the native bent of their own minds; selecting for study the things for which they are best fitted. This principle of election has won its way in all our colleges. In the shape of two or three parallel courses it prevails in our high schools. The time is not far distant when a limited number of substantial courses will be offered by the high school to all the pupils, and when each pupil will be allowed to select, with the advice of parents and teachers, his own course; and the same diploma will be granted to all who have completed satisfactorily the required number of courses. Thus,