

been, both of parents and teachers, to get him into the academy at the earliest possible moment. In the academy we find the faults and follies of the primary departments accentuated. The average age of pupils grading into the academy is fourteen or under. Every physiologist knows this to be one of the most important periods, perhaps the most important, in the life of the individual. A great metabolism is taking place in the system, the brain and nervous system are in a very sensitive condition, consequently easily affected. The future health and happiness of the individual is largely dependent upon the treatment which the organism receives during the few following years. It is under these conditions that the plastic brain is forced to grapple with subjects far beyond the comprehension of the average pupil. The curriculum is arranged for those who are mentally and physically most highly endowed, and even these find it a difficult task to get through the work laid out for them. For those who are not so well equipped mentally and physically, there is nothing but to drag along as best they can for a term or two, and then drop out of the procession altogether. The curriculum should be prepared for pupils of average mental ability, and average bodily vigor, or rather for those below the average.

The intention of our board of education is that every individual will be educated, not that a few will be highly educated, and the lower he is in mental endowment the greater the necessity that he be educated. In this way no wrong is done to those of superior mental and physical abilities, while the whole body politic is benefitted.

The number of subjects requiring to be taught is appalling. The teacher, as before stated, has no choice, can make no selections, has no discretionary power, and neither has the pupil.

As time passes, (not as the pupil advances,) ology after ology meets him, and still there is no end of the ologies. The only hope in sight is that shortly tautology will get into the curriculum, and then the pupil will stand a chance of getting back and acquiring some knowledge of elementary principles, now so lightly skimmed over; one is forced by the curriculum and its application to conclude, that all pupils are equally endowed mentally and physically, while the truth is, there are no two equally endowed. One has a taste for one line of study, another for another line. Should the pupil not have a right to a certain extent to select the line he prefers? Should he not have the opportunity of following a line which he thinks is going to be a benefit to him?