

have it said of some children that Topsy-like they "just grewed up."

For the children from some homes it is a misfortune that Kindergarten schools are not to be found. With regard to other children it is equally true, that the home life is so favorable it would be a misfortune were they to go to Kindergarten, public or private schools before the age of eight or nine years. To say that it is a defect in our educational system that we have not regularly organized Kindergartens is not fault-finding, but is rather a tribute to the good common sense of our citizens, who having a limited amount of money to spend, have expended it where it would likely count for most, that is, in the support of good public schools. Some day the other will come. Let us trust that when it does come we shall have something that lives up to its pretensions—a school that will build up strong, vigorous, free and happy life, through the self-activity of its little members, and not a school with its meaningless symbolism, its worn-out games and fatiguing music.

A part of the education received by children is given in the public schools. There is need for change in the course of studies and occupations just as there has been need of change in the past. No curriculum can be framed that will be good for all time. Power of expression must parallel power of thought, and pupils must be able to express in acts as well as in words. "Education by doing" is a term of wide significance, and is a necessary complement to "education by thinking." Though the development of the power of thought must be one of the great aims in education, it is not the only aim. Every pupil must take his place in a world of men. He will have social, industrial, political and other duties to perform. The teacher must have regard to this. The course of study, the trend of thought should not be too strictly academic. Above all, must thoroughness in little things, accuracy and skill in the school arts, be considered worthy ends. Methods in management, because of the bearing on the future life of the pupil, must be considered of as great importance as methods in instruction.

But the public school does not reach all children of school age, and from its very nature must give a very partial education to such as it does reach. Hence arise private schools, dancing schools, and the like, while private teachers in music, art, and elocution have no difficulty in securing pupils. In a country such as this, there are many who would benefit from instruction in night-schools. In cities and towns, at least, school-boards might make an effort to do something for those who are willing to learn. Legislative enactment would be necessary, and with it should come legislative aid. . . . The Sunday school must continue to do its work in its own peculiar and imperfect way. With most devoted teachers, laboring with noble purpose according to a wrong method, it will continue to do more or less efficient work until such time as the incoming of a new idea gives it fresh life. So long as it is assumed that the same subject matter appeals alike to infant, youth and adult, and that all that is needed is a little difference in method of study, so long will there be inefficient work done. There will be improvement just when it is recognized that the growth of the individual soul is of more importance than the securing of uniformity in the lessons taught.

There is always a possibility of negative influences operating upon the life of the growing child. The second-class book store, the tobacco store, the boy's gang under no supervision, are illustrations of some of the forces in every community that are making for evil. Though we may firmly believe that it is the duty of the family rather than the duty of the state to supervise and restrain in all matters of this kind, yet we can surely agree that the state should make it as easy as possible