

justment of the school curriculum, it is well to remember that society is being constantly modified, that we are living in a period of rapid and often unforeseen changes, and that, as education is to fit men to live the life of their time, all arrangements must be more or less provisional. If we are seeking for an ideal curriculum, we shall fail, as the wisest men in all the ages past have failed. A healthy discontent with our present circumstances and work is wise, but it is also wise not to be too discontented. No practical system of education produces ideal results, and it is very easy to criticise present work from an ideal standpoint. The reformer in education always has the advantage. The actual results produced by present arrangements are not as good as they might be; and, as the substitutes proposed have not been subjected to the crucial test of actual practice with the weak and stubborn minds of children, it is easy to predict that under the new system there will be no friction, and that the calculated results are sure to be obtained. This is a time of progress and of great pedagogical activity; but we must not, after all, expect too much of it. Any arrangement of our work will not greatly change the mind and character of the child, which is our permanent factor of resistance. The path of the school-master in this generation and in the next is sure to be set with thorns.—*Prof. Roland S. Keyser, in the School Review for March.*

NEGLECTED EDUCATION.—As the subject is of great interest to the true teacher we subjoin the following extract from an address recently delivered by Dr. Arthur MacDonald, a specialist connected with the United States Bureau of Education, having special charge of the data in

regard to education as related to the abnormal and weakling classes. His remarks abound with useful hints and suggestions :

Now, education in the narrow sense of mere intellectual instruction is not sufficient to reform children who spend one-fourth of the day in school and three-fourths on the street or with criminal, drunken or idle parents. But are there not reform schools? Yes, but no provision has been made for the little children. Not a few of the inmates of reformatories come there practically incorrigible, and the testimony of prison wardens is that some of the most hopeless prisoners are graduates of the reform schools. The fault is not in the reform schools, but in allowing children to live the first years of their life in surroundings that almost predestine to crime. Reformatories are expected to erase the indelible criminal impressions made upon children from birth, or before, till the age of six. Instead of deserving criticism the wonder is that reformatories do as much as they do. In brief, it is useless to expect any great decrease in crime, especially habitual crime, until very young children are properly cared for; that is, until they receive the moral and social education of a home or home-like institution. This is the foundation of all prevention of crime. But much remains to be done after a child has had this good start, for there are still dangers of falling into crime. The method of prevention from this stage on consists in moral, mental and physical training, in other words, education in the true sense.

The criminally inclined are specially weak in moral impulse and below the average in intellect and physique. The education of the will is the main factor, but the training of the intellect and sentiments are necessary to this end. The remedy, therefore, for crime must be general, gradual and