

PRACTICAL EDUCATION.

"Business colleges" are springing up in every town—why? Because business has adopted new methods, and the school has refused to recognize them. These schools teach their pupils the operations actually used in the counting-room—the common school does not—hence they have cut themselves off, and created separate institutions.

The great need of our educational system to-day is simplification. We have made many improvements, or at least additions, but have withdrawn nothing to make room for them. We have added drawing and music, and we have done well; we have added the elements of science in some places, which was well; but where have we made room for them in the course already full? Nowhere; and the courses have, therefore, become so overloaded that no teacher can perform his duties to his own or the public satisfaction. Constant addition of new matter, no reduction anywhere, results judged by misleading percentages—and yet people complain of cram! What else can we do? Now, teachers who feel their responsibility should advise their Boards of Education that all this must be changed—not by reducing the quality, but improving it by the exclusion of what is extraneous and unnecessary. We are now teaching too much, and too poorly. The main thing the young child needs, is to learn to read, to write, and to count; and by teaching these slowly and surely, we best secure healthy mental growth. We give children so much to do that they cannot either read or write well after two years at school, which is quite time enough if properly taught.

We want to hear less of the teacher in school, and more of the pupil. In a properly organized school, much the larger part of the work is done by the pupil; but we have all seen many places where it is otherwise.

Three-fourths of our pupils will go into the ranks of the world's workers, and we must give them what they need.—*Jas. McAlister, Supt. of Schools, Phila.*

MORALITY IN SCHOOL.

The morals of our schools, or rather an essential lack of moral teaching, has afforded material out of which a target has been created, at which noisy and glittering shafts are thrown. The attack is impotent. Even could it be powerful, the certain repulse would contribute still farther to the high standing of the schools. Every statute upon the books pertaining to the conduct of schools makes the moral character and standing of the teacher the first and prominent condition of teaching. It is well understood that only men and women upright before God and of good repute before the world can occupy places upon the platforms of the schools. How is it possible for daily and intimate association with such persons to occur, and moral teaching be absent? Can a woman, good and true, pass daily before a swarm of boys and girls without contributing somewhat of her truth and goodness to the make-up of their characters? Pupils are in the company of these teachers six hours a day. Of the 168 hours in the week, 30 hours are in school; these are not hours of social intercourse of pupil with pupil, but hours of study and instruction; the conversation and deportment are proper and polite.

The morals of the pupil in school can be directed in right only, unless the teacher be vicious and wicked. Who is willing to stand forth and pronounce the latter true? Where in our civilization can be found a better tried, more conscientious and upright class of people than are the women who constitute the great mass of our teachers? The truths that can be told of their self-sacrificing ef-

forts, not only in public but in private instruction, visiting the sick and dispensing alms from their own scanty purses, well put to blush those who, either ignorantly or viciously assail, the public school because of its immorality. Thirty hours a week in school can never stand in place of 138 hours elsewhere. School may supplement, or even in some cases tend to counteract, vicious home-training; it can never, and ought seldom to, supplant it. Harm cannot reach the child during school-hours. When the boy in acts or words seems to be viciously inclined, let the questions be asked, "Where does he spend his time from breakfast until 9 o'clock?" "Where is he during the one and a half hours at noon?" Most of all, "Where and with whom is he from the close of the afternoon school until bed-time?" It is a mistake to suppose that school can guard the morals of pupils without close and hearty coöperative supervision at home. From four o'clock until bed-time is ample time in which to ruin the habits of boys and girls when their whereabouts is known neither to father nor mother. The school takes no charge of the children during these hours; the overlooking belongs to the home. While the teacher's influence reaches far out and into these hours, the power of home is requisite for safety. My official duties bring me in intimate relations with boys and girls. Often I am compelled to know more than I would of their domestic life. Denver is no better nor worse than other cities. All the power of the school authorities cannot save boys and girls from harm when unhealthful influences are permitted to surround them out of school-hours. The schools promise, and are able, to preserve and protect the character of every child committed to their care, but only with the help, support, and coöperation of the home. When teacher and parent are working together in the education of the pupil he goes not astray.—*Aaron Gove, Denver, in N. E. Journal of Education.*

SCHOOLS AND SCHOOLMASTERS OF GERMANY.

BY SEBASTIAN THOMAS, LODI, O.

Since Francke's time the schools of Germany have sustained such a reputation of superiority that they have compelled universal admiration, and have ever since served as models by which the schools of other nations have been organized. But whatever merit of excellence may be claimed for them, their reputation, nevertheless, depends not so much upon the system by which the schools are managed, as upon the character and ability of the schoolmaster. The German schoolmaster is the life and soul of the German school system. Without him, the system becomes a useless code of legislation, prefaced by German pedagogical theories. In fact, any school system is a resultant of teaching power.

It is useless to clamor for school reform so long as nothing is done to improve our teachers, transposing them from the side of mere school-keepers to that of expert, life-long professional schoolmasters. "Das Schullehr-Seminar," the teachers' training school, is that which gives to the German schools their reputation.

In Germany, no one is authorized to teach a public school who has not satisfactorily finished the prescribed course of instruction in the teachers' seminary, and the result is that the schoolmasters and school-mistresses of Germany are all trained workers, everywhere recognized and honored as belonging to a noble profession.

The applicant, to be admitted to the teachers' seminary, must be between 16 and 24 years of age; he must have a certificate from a physician, certifying that he is in good health, and free from any bodily defects that might be a hindrance in his future calling. He must have a certificate from the teacher under whom he prepared for the seminary testifying to his moral character, good habits, industry, and ability. His parent or guardian must present satisfac-