

### Some Notable Educational Articles.

Theobald Ziegler, Professor of Philosophy and Pedagogy in the University of Strasburg, has an article in *Forum* for June, describing the school system of Germany. We quote a few sentences: "We are now beginning to perceive that one of the principal defects of our common school system is its one-sided intellectual attitude. Too much stress is laid upon reading and writing, and more particularly, upon the element of orthography, the use of which in German is somewhat arbitrary, and consequently valueless as an educational factor. Our elementary instruction should be of a more practical nature; and the development of the reasoning powers should be more strongly accentuated. Manual training is now recognized as an important factor; and the introduction of this element into our schools is rapidly progressing." [If German spelling is somewhat arbitrary and therefore valueless as an educational factor, what about English spelling?]

Again: "As understood today, the mission of the *Realschulen* consists in preparing the student for an active participation in all the practical affairs of life; for which purpose the study of the physical sciences, modern languages, and mathematics is deemed of special importance, and despite its defects, we may justly take pride in the results attained by our secondary systems; and these results may be attributed mainly to the excellence of our staff of instructors. Our teachers must be qualified for their profession by a university training; and they must comply with the requirements of a rigorous state examination before they receive their diploma. In addition to this scientific training, a preparatory pedagogical course is now also considered essential. For a long time teaching was considered as a natural gift,—something that could not be acquired. Recent developments, however, have proved the fallacy of this assumption." [Here we find that the superiority of the German system is attributed to the superior training of their teachers.]

Of humanistic classical education he says; "The ancient languages are not so highly valued today as they were formerly; for the utilitarian spirit—which I by no means condemn—is in the ascendant. This condition has brought about a gradual decline of the classics; and the day may not be very distant when their very *raison d'être* will be called in question. To many of us, such a contingency would be a matter of sincere regret; but, whatever our personal feelings, we may have to bow to the inevitable."

The *Forum* for June has also an excellent article on the Ideal Training of an American Girl, by Professor Davidson. Man is said to be best fitted for those

occupations that call for reflection, original thought, and the discovery of new principles; woman, for those that call for ready application of old and well-known principles.

He disposes of the much-vexed question of co-education by showing that spiritual culture is the same for man and for woman and that this culture is best imparted when the two are in the presence of each other. "In the classroom young men and women learn to know, and knowing, to respect each other in a way and to a degree hardly possible elsewhere. Each sex behaves more humanly because the other is present; each sees the other engaged in serious work—the best way for anybody to be seen." But so far as education for a vocation is concerned, the two sexes require different courses for certain subjects.

Teachers would do well to secure *Forum* for June for it has a third educational article by Prof. W. H. Burnham of Clarke University. Here again we have the necessity for professional training of the right kind emphasized. "A large proportion of our elementary teachers receive no professional training whatever. Those who do receive such training usually get it in the normal schools. These have done excellent service; but their work is necessarily limited; and the instruction in principles and methods is sometimes given with an aspect of finality, definiteness, and completeness not at all justified by the present development of pedagogy. The result is, frequently, that students leave the normal school with a devotion to certain systems, methods, and formulas which is a positive hindrance to further progress."

In the *Atlantic Monthly* for June there are several educational articles, which afford a conspicuous instance of the value of this magazine to the student of education. It is rare indeed that an educational article in the *Atlantic* is not worthy the thoughtful consideration of teachers. The present number has several of more than ordinary merit, none the less worthy of reading because they are somewhat "upsetting" in their views.

In "A New Programme in Education," C. Hanford Henderson would cut wholly clear from all present methods and systems in the early training of children. For the first fourteen years he would restrict their instruction entirely to manual exercise and training, music, drawing and language. He says, "I place language last, because I believe that expression in action is incomparably better than expression in words; that it is far better to help our brother man than to commend helpfulness; to be brave rather than to praise bravery, to paint a beautiful picture than to talk about art, to love, rather than to write love sonnets; and also because I am quite sure that sound content will find suitable