

sword of destruction. With the lower two-thirds, it simply sets the mind of the girl bubbling in half a dozen directions, the enthusiasm of to-day swallowed up in the craze of to-morrow, until she graduates in the condition of dishevelled mentality and moral restlessness in which we find multitudes of American young women, ready to be caught up by any one of the social, philanthropic, religious, or more perilous crazes that ravage American society. The remaining third, who come for serious study, are almost invariably damaged in body by over-intensity; or more fatally graduated into the state of per-

manent fixed idealism, which makes so many of the noblest women in the land something a little off from common humanity,—too often nearing the perilous brink of mental collapse. The ideal higher school for girls will draw more sparingly on this treasury of divine enthusiasm, demand a longer period of better graded study, and surround the entire course with a physical, social and commonplace human environment, that will be a foil to the danger we have indicated. In this way lies, to our mind, the only probability of avoiding a reaction of educational sentiment.—*Education.*

THE VALUE OF PRACTICE TEACHING.

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A SCHOOL for practice is an essential part of an institution for the training of teachers. Teaching is both a science and an art. The science may be learned in any institution, but the art can only be acquired by practice, in the same manner in which all other arts are acquired. A man who is familiar with legal principles, may be ignorant or bungling in the practice of the law; a man who understands the science of mechanics, may be unable to make a machine. In every department of human activity, including teaching, the principles underlying the effort should be known, but the successful application of the principles can be attained only by the skill that is gained through practice. There are also many things that cannot be discovered or known without coming in contact with children. Their relations to each other in the schoolroom and on the playground are a revelation to many, indeed to most, teachers. Consequently, in

order to secure that kind of ability which is necessary for success in teaching, an opportunity must be afforded for meeting and mingling with children in their sports and in their classes, not as an observer, but as a teacher.

Again, almost all Normal Schools give to their graduates a license to teach. This license specifies that the holders of it have the scholarship, mental ability, moral character, knowledge of methods, and tact in managing, that are essential to success. A statement of that kind, given to a person before he has had an opportunity to display his powers as a manager of children, or as an instructor of youth, is on its face a falsehood. Very few people are able to judge of the fitness of a person to engage in the work of teaching by looking at him. It requires intimate knowledge of his views of life and of his acquaintance with human nature, of his character as a man, of his skill as an instruc-