

ment, as well as in the professional training of their teaching staff, and provided a division of pupils according to the wealth of their parents is not promoted." However, within local communities, "upon the initiative of the parents of the pupils, public schools to accord with their religious belief or philosophy of life may be established," provided they conform in organization to the schools of the organically constructed public school system.

The universities, now called the people's universities, are to be continued and supported by nation, territories, and communities. The theological faculties of universities are also to be continued.

There is to be a radical change in the curricula of the schools. Religion is to be taught in all schools. It is to be given in accord with the principles of the religious denominations concerned but the parents have the right to withdraw their children during the time devoted to religious instruction. Civics and industrial training are to be regular subjects of study in the schools, and "in giving instruction in public schools care must be taken not to hurt the feelings of those who think differently."

Article 150 is curiously worded. It runs: "The monuments of art, history, and nature, as well as the beauties of the landscape, are to enjoy the protection and care of the state.

"It will be the business of the nation to prevent German art possessions from going to foreign countries."

The writer is impressed by the fact that a really serious attempt has been made to create a thoroughly free system of education. The German passion for uniformity of organization, however, has led them astray. Children cannot be educated in a lump or drilled into education by regimental methods. The emphasis placed on industrial training in the elementary schools is a matter for regret. Children have an inviolable right to childhood and industrial training will tend to rob them of it. Perhaps the new teachers, who are to receive a higher education and training, will be sufficiently broad minded to counteract the evils inseparable from early industrial training, but they will not be able to do it if the new state school supervisors are not also men of vision. For the sake of the young children now growing up in republican Germany we wish the new scheme every success.—Prof. Peter Sandiford in "The School."

#### IMPROVING SCHOOL PREMISES.

L. A. DeWolfe.

So far as the improvement of rural school premises is concerned, we have certainly "left undone those things which we ought to have done." We can scarcely be accused, however, of having "done those things we ought

not to have done;" for we have played safe by not doing anything.

Isn't it strange that in towns and populous centres, where land is scarce and expensive, both the homes and the schools are beautiful and cared for; and in rural districts, where land is abundant and cheap, little attention is given to landscaping or similar improvement. If there should be a beauty spot anywhere, it should be at the rural school.

In every community there are prosperous homes with neat, architecturally beautiful buildings and well landscaped grounds. There are also shiftless, ugly homes whose grounds are wholly innocent of tree, shrub or flower. Why are our schools modelled after the latter? What must be the feeling of contrast to the child who trudges off from his beautiful home to spend six hours a day in the dingy school room! What educative influences have been denied the child from the poorer home when his school offers him nothing more up-lifting than he saw at home!

Our first duty as citizens is to educate our children—the children of our community. Education includes culture in all its forms. A generation ago, it included chiefly the three R's. A more modern education has interpreted it to include the four H's—Head, Heart, Hand, Health.

Beautiful school premises may be made subservient to the three R's as well as to the four H's. The title of this article, however, calls for special emphasis on the two H's—Heart and Health. How carelessly we dismiss these two important factors from our teaching! Yet, after all, how supremely important they are!

The child who lives amid beautiful surroundings cannot avoid absorbing culture, or *heart-training*. What is more inspiring than the fresh green of the June landscape? The child who walks over the hot dusty road to school after his noon hour at home will certainly appreciate a comfortable seat under a large shade tree or an arbor of climbing vines. If his school offers this retreat, it at once becomes a second home to him. A few minutes later the bell will be no unwelcome sound if it calls him into a clean, airy, well-furnished school room where, between lessons, his eye may rest on properly tinted walls artistically hung with good pictures. He may not consciously analyse his surroundings or count his blessings; but, nevertheless, they will make a lasting impression on him. He is being educated. He is absorbing culture. His finer nature is reached by his surroundings without any assistance from the teacher.

From time to time, the teacher will call attention to the color scheme of the decorations. She will discuss the pictures. The children will then notice the decorations at home. They will learn in time what is "good taste" and "bad taste" in furnishings, pictures wall dec-