

EDUCATION AND CRIME.

Rev. A. S. Fisk, in his report on "The Relation of Education to Crime in New England," summarized these five significant facts:

1. That at least eighty per cent. of the crime in New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life.

2. That, as through the country so through New England, from eighty to ninety per cent. of criminals have never learned any trade or mastered any skilled labor.

3. That not far from seventy-five per cent. of New England crime is committed by persons of foreign extraction—that is, by persons who were born in other countries, or one or both of whose parents were.

4. That from eighty to ninety per cent. of our criminals connect their causes of crime with intemperance.

5. That according to the unanimous judgment of all officers of juvenile reformatories, ninety-five per cent. of these offenders come from idle, ignorant, vicious, and drunken homes. Almost all children of this class are truants from school at the time of committal; almost all of them have been long in petty vices and crimes; and almost the entire number are the children of ignorant and besotted parents.

The responsibility of the teacher is great, but the responsibility of the parent is greater. The parent can do most—does do most—towards fixing the character of his children, and that responsibility cannot be transferred to others. The home comes before the school, and nothing is more needed in this country than well-regulated homes. They are of more importance than the schools, because they determine the character of the schools.

If the preachers throughout the country would lay aside, for one year, all doctrinal and dogmatic subjects, and devote themselves to instructing the people how to rear children, and how to make home what God intended it to be, they would, in our humble opinion, be serving their Heavenly Master in the most acceptable manner. How to influence, how to instruct, how to amuse, how to furnish, how to form the habits and characters of children at home, are great unsolved problems, worthy the attention of the ablest philanthropists.—*Indiana School Journal*.

THE WEAKNESS OF PUBLIC SCHOOLS.—An enthusiastic writer on the kindergarten instruction, in the October number of *The Galaxy*, has some rather severe strictures upon the present methods of teaching in our common schools and their effects. We present below an extract from the article. How much truth is there in it?

"The question arises, for a thousand children of all classes from each system of education, which has given them the best preparation for earning a living in the world as it is, the present public school system of America or the no-school system? How many has the public school system provided with a living? The answer is very easy. In a thousand boys ten take to teaching other boys, while they are studying law or medicine. Two of these remain teachers all their lives. Fifty go into bookkeepers' places, where ten remain. The rest disperse to business of all kinds, trades and shopkeeping, all of which have to be learned, and in which the school education is of little use, save indirectly and by its general cultivation of the intelligence. Of the thousand girls fifty go to teaching. The rest forget all they ever learned. Of knowledge useful to them as mothers they have acquired nothing; of house-keeping duties less.

"This is the dark side of modern education. There is of course a bright one. Take a hundred workmen, brought up to any given handicraft, especially one requiring intelligence. The men who can read and write, and who have enjoyed the benefits of an English education, are more likely to rise in the world, to improve their position, than those who have never known anything but one routine of work from their earliest years. To become a skilled workman, indeed, education is absolutely necessary. The question remains—what sort of education is most likely to help them, one wholly theoretical, or one in which practice and theory are joined? The answer is obvious. It is found in the great and increasing popularity of industrial schools, wherever such have been established by private philanthropy. These are, so far, the only institutions of an educational nature, public or private, with whose benefits no injury has been found to mingle. The only objection to their universal establishment is found in their expense, owing to the vast variety of mechanical employments. These at present render a complete scheme of industrial schools as a national under-

taking, too difficult for practical adoption. Ideally such a system would be the most perfect education yet devised. It would at once train the rising generation into useful citizens and true wealth producers. Failing that, let us see what can be done with present systems to attain this desirable end. We find that the common schools tend to produce school teachers, lawyers, doctors, politicians, newspaper men, booksellers, clerks, brokers, and all that class of men who live by their wits. Of artisans, artists and agriculturists, capable of developing the wealth of a new country, they produce none. These come from outside."

A BAD POLICY.—To retain a pupil after school hours as a practice, hoping to create a new interest in the pupil by asking him to confine his attention for a longer time to the incomplete study, is an unwise measure. And if he is kept as a punishment, the teacher is more punished than the pupil; for the two are looking at each other with no kind feeling. Each is tired, nervous, and exhausted. Besides, there is physical incapacity in the case, oftentimes. So long a time the mind can be confined, and no longer, to one subject, or to similar subjects. Let the pupil go home, or at least go into the fresh air. If the teacher could meet his to-be-punished pupils after the lapse of an hour, and that hour be spent by each in the open air, some good might result.—*N. Y. School Journal*

PRIMARY.—Accustom a child, as soon as he can speak, to narrate his little experience, his chapter of accidents, his griefs, his fears, his hopes; to communicate what he has noticed in the world without, and what he feels struggling in the world within. Anxious to have something to narrate, he will be induced to give attention to objects around him, and what is passing in the sphere of his observation, and to observe and note events will become one of his first pleasures; and this is the groundwork of the thoughtful character.—*Ex.*

HOW TO STIMULATE PUPILS TO READ.—One way to stimulate pupils to read is this: Every Friday afternoon, in connection with other literary exercises, call upon each scholar to tell to the school something that will be worth listening to and remembering. In this way a skilful teacher will soon have a reading school. And what is read in this way will be remembered, as we always remember what we read to tell to somebody else. This exercise has nearly all the arguments in its favor that can be used in behalf of declamation or recitation, and some important additional ones. It encourages general reading, and it gives pupils practice in expressing thoughts in their own language—two very important points. A teacher cannot spend a part of his time more profitably than in stimulating his pupils to read. A young man who makes good books his friends and companions is on the high road to general intelligence, and is in little danger from the allurements of vice.—*Ex.*

TEACHERS AND EDUCATIONAL JOURNALS.—There are teachers who say they are too poor to subscribe for an educational periodical. If this is true, they are too poor to teach, and should quit the profession. Indeed, such a statement suggests, whether properly or not, that such teachers are poor in two senses. "Where there is a will there is a way." Poverty is too often urged to cover up the want of a strong inclination. When a teacher is determined to rise in his profession he will, in spite of his meagre pay, find some way to supply himself with educational food. There are some teachers in this country whose pockets are, for months at a time, free from the touch of money, that never fail to keep up their subscriptions to school journals; while there are others whose pockets are never entirely empty, that never subscribe at all for school journals. It is certainly a sad commentary on the profession of teaching to say, that of the 250,000 teachers in the United States, the names of probably less than 50,000 are on the subscription-books of the educational periodicals of the country.—*Ohio Educational Monthly*.

—The best results of education ensue not from trying to put something called knowledge into our scholars, not simply from stowing away in compartments of the brain so much history here, so much arithmetic there, and so much geography in another, like the calico, crockery, and fancy goods in the store, but rather from illustrating that better and more literal meaning of the word education, the drawing out of the faculties of the mind, rousing them into activity, giving them strength, directness, and precision of effort, energy, and capacity for work.—*School Com. of South Scituate, Mass.*