

any of the learned professions, including that of teaching, a vigorous body is well nigh essential." Howett says, "The body is the mind's instrument and servant," and "through it alone can the mind be acted upon from without." It is very important, for this reason, that the body should be so trained that it will serve the mind faithfully, hence physical culture holds an important place in our life.

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SCHOOL REFORMS IN GERMANY.

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We have long been accustomed to regard Germany as the country of all countries whose schools stood least in being reformed. In no other land have the schools formed such an integral part of the national life. The schools and the army have been the two great factors in bringing Germany to greatness. So far, however, from being contented with results already achieved, Germany has recently given a new proof of her claim to the highest ranks in education by an agitation for reform and progress that took definite shape in the Conference which opened in Berlin on the 4th of last December.

The great interest taken by the Emperor in this movement, and the attention which he has devoted to it, as shown in his long and interesting opening speech before the Conference, made school reform for the time being the foremost topic in Germany.

It is so unique a spectacle to see the most powerful monarch in Europe addressing a body of schoolmen upon a purely educational question, that it is interesting to note upon what points the Emperor dwelt and to learn what his educational views are. His speech in full would be too long to translate here. After a cordial greeting, he referred to the fourteen questions that had been submitted by the Minister of Instruction for the consideration of the Conference and that he wished to admit certain questions of his own. Of these the most important were: school hygiene, exclusive of gymnastic training; reduction of the amount of study; methods of teaching individual subjects; organization; examinations; over-crowding. Since 1870, said the Emperor, the schools have not been doing their duty to the country. Then they were the centres from which the idea of German unity permeated the whole people. When union was won, it became the duty of the schools to teach that it must be pre-

served. Centrifugal tendencies have been, however, strongly developed. "The chief reason is that since the year 1870 the philologists, *fealti possidentes* have been enthroned in the gymnasia and have laid the chief emphasis upon the subject matter, on learning and knowing, and not on the formation of character and the needs of the life of to-day." "Less emphasis has been placed upon the 'can' than on the 'ken.'"

Proceeding, the Emperor speaks of the organization of the present gymnasia: "We must make German the basis of the gymnasium; we are to educate young Germans and not young Greeks and Romans." For Latin composition he had no good word to say. He wished that more attention should be paid to the modern history of Europe, especially of Germany, and less to ancient history. It was absolutely necessary that the amount of work required of the pupils should be lessened. He spoke of his own experience in the gymnasium in Cassel, in which those preparing for the examination were obliged to study five and a half, six and a half, or seven hours at home. "Add thereto six hours in the school, and two hours for eating, and you will see how much of the day remains." "A diminution in the amount taught is possible only by lessening the severity of the examinations." Speaking of the physical effects of the present system, the Emperor as a soldier, was filled with alarm. The percentage of short-sighted children was in some schools as high as 74 per cent. "I consider it of most pressing importance that the subject of hygiene shall be introduced into the Normal schools, that every teacher shall have a course therein, and that every healthy teacher shall understand gymnastics and take gymnastic exercise every day." His closing words were: "Gentlemen, men are not to look at the world through spectacles, but with their own eyes, and are to find pleasure in that which they have before them, their native land and its institutions. To this end you are now to help." The most important conclusions of the Conference which followed closely the lines laid down for it by the Emperor, may be summarized as follows:

1. In the future there shall be but two kinds of schools, Gymnasia and the Realschule without Latin. The Gymnasia shall be for those who intend to become scholars, the Realschule for all others. The mixed schools, in which Latin, but not Greek, is taught will be abolished. Certain changes in the lower schools to adapt them to this change are also recommended.