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## SCHOOL EXCURSIONS IN GERMANY.

WITH PICTURES BY WERNER ZEHME.

WHILE the body of the present article will be devoted to the description of a seven days' excursion undertaken during the summer of 1893 by the school of practice of the University of Jena, I shall devote a few words at the opening to the consideration of school excursions in general, in order that their purpose may be clearly understood.

The principal purpose of instructive excursions, as conducted by the schools of Germany, is to lead the child, by guided observation, to acquire a broad knowledge of his environment. Indeed, the study of the home surroundings of the child is recognized in the German schools as a special branch of knowledge, and it is included in the curriculum for the first three school-years under the name of *Heimathskunde* (home-ology).

While in some of the German schools instruction in this branch is still limited to class-room work, in others — perhaps the majority — the teachers are in the habit of taking their pupils upon instructive walks for the purpose of introducing them, in a natural manner, into almost every branch of knowledge. Cannot everywhere material be found for teaching, from nature, botany, zoölogy, geology, and the elements of geography? Are not the works of man represented by the streets and buildings, the shops and factories? Does not the government of every town contain the elements of general government? And may not the local historical associations serve to introduce the child into the study of universal history?

The most progressive German teachers are

accustomed to take their pupils upon an excursion whenever occasion calls for one, whether the interval be a month, a week, or even a day. And, depending upon the aim of the particular outing, they walk with their pupils over the hills, or along the banks of streams, or visit instructive buildings, such as museums, castles, and factories. As a rule, sufficient material is collected on a single outing to serve as a basis for a number of lessons in home-ology in the class-room.

That instruction of this nature is not a new departure is proved by the fact that a work on *Heimathskunde*, founded on walks that had been taken by the author of the book with his pupils, was published as early as 1844.

When the child has passed his third school-year, the ideas acquired during the study of the home surroundings are constantly called into play, and by their means life is frequently given to words and symbols which otherwise would convey little meaning to the pupil.

But in some schools of Germany objective teaching has reached a still higher stage of development. In these schools the idea of the *Heimathskunde* is extended so as to include, after the third year, the study of the broader home — the fatherland. On many occasions even Switzerland and Italy have been visited by German schoolmasters, accompanied by large classes of children. Where the broader aim is found, the children, after entering upon their fourth school-year, are taken annually on an excursion the duration of which is from one to two weeks. Long outings are usually termed

"school journeys." Extremely novel as the idea of the extended tour may appear, it is nevertheless true that journeys were undertaken by the eminent pedagogues Basedow and Salzmann, a hundred years ago. Since the initiative was given by these educators, pedagogical journeys have been constantly growing in favor. At the present time they are regularly conducted by a rather large number of German schools, both public and private. During the course of time not only has the number of followers increased, but the journeys themselves have become more scientific in their management. Generally speaking, the work now undertaken on a tour is more organically connected with the curriculum than was the case in former years, and the material to be studied is more definitely selected with reference to the interests and mental capacity of the pupils. It is necessary to add, however, that even at the present time the journeys conducted by some schools are much more scientific in their aim than those undertaken by others.

Among the most scientific journeys are those conducted by the school of practice of the Pedagogical Seminary at Jena. This institution is unique in so far as it is a model school connected with a university. It is directed by the university professor of pedagogy, at present Professor W. Rein, and it exists for the purpose of affording to students of pedagogy an opportunity to apply in practice, under the direction of regular class-teachers, the educational theories as taught in the university. The school contains only three classes, and each class is limited to about fifteen members. There is probably no city in the world that offers to the student of pedagogy so many advantages as Jena. While every one may not agree with all the phases of the work as there carried on, it cannot be denied that those who study pedagogy at Jena become imbued with the idea that education is a science, and that he who teaches without a proper pedagogical training is guilty of quackery.

In the school of practice the pedagogical journey is regarded as an invaluable element in the development of the child, intellectually, morally, and physically. The instruction here undertaken during a journey is not only regulated in accordance with the curriculum, but the ideas acquired on the tours actually constitute central points around which either directly or incidentally the instruction during the entire year revolves. Thus, while on the one hand the class-room instruction is directed largely either toward the assimilation of ideas acquired on preceding journeys or to preparing pupils for future excursions, on the other hand each outing serves the double purpose: first, of broadening and impressing more forcibly ideas acquired in the class-room, and,

secondly, of introducing the pupils in an interesting and impressive manner into the work of the following year. Further, as an abundance of opportunity is offered on a journey to converse freely with the scholars, and to observe their actions while associating with their companions, the excursions are supposed to enable the teachers to acquire a more thorough insight into the individuality of each particular child, and consequently to obtain important clues serviceable in the development of his character.

The territory to be covered on the excursions is determined by the historical interest, because the instruction throughout is conducted on the principle of unification, history being the common center. The remaining interests, geographical, botanical, industrial, and so on, are however, duly regarded. As the school's historical course has been thoroughly planned, the ground to be covered on the five journeys to which each child is entitled has been rather definitely fixed.

The journey of the summer of 1893, upon the consideration of which I shall now enter, was undertaken for the purpose of preparing the pupils for the study of the history of the Reformation. It involved, first, a visit to Bavaria, in order that the pupils might become somewhat acquainted with the appearance and customs of a Catholic country, and, secondly, a tour through the Thuringian Forest, and particularly through the districts where Luther spent much of his time while translating the Bible into the German language. While this tour was intended primarily for the pupils in their seventh school-year, the tourists were met at the end of the third day by the members of the fourth-year class. I shall, however, for want of space, limit my remarks to the studies undertaken with the older children. The party, including teachers, students, and the pupils of both classes, numbered thirty-eight. The ages of the children ranged between ten and twelve years.

The last school-day before the start was devoted entirely to the final preparations. On that day the boys made their appearance with their knapsacks packed, ready for the tour. The things to be taken had been definitely prescribed, and they were now inspected by the teachers. The foot-wear was examined with particular care, as imperfections in this direction would be liable to incapacitate the pupils for the long tramps. Besides the necessary clothing, each pupil was required to be provided with a piece of soap and a towel, and every third child with a clothes-brush, a blacking-brush, needles, thread, and buttons. The school supplied for the benefit of the party the following articles: a medicine-chest, a field-glass, a compass, a magnifying-glass, a barometer, and a tape-measure. When the knapsacks had been

inspected, the boys were drilled in packing, regard being had for both speed and order.

Next, the class was divided into sections or committees of three, for the performance of special duties. These committees were: first, an advance-guard, whose duty consisted in lead-

search for points of interest which the party would not be likely to come upon naturally. In order that the pupils may become trained in the performance of these various duties, each section serves in the same capacity only one day at a time. During the excursion each section



THE ARTISTS.

ENGRAVED BY J. W. EVANS.

ing the way, and thus determining the rapidity of the gait; secondly, a rear-guard, whose members were obliged to search through rooms and cars, in order that nothing might be forgotten on leaving hotels and trains, and, further, to coax or push along children inclined to fall behind during the march; thirdly, the purchasing committee, who attended to the purchasing of the lunches required by the party during the day; and lastly, the committee of inquiry, to ask the way when necessity required, and to

is placed in charge of a teacher or a student, who is required to observe that the duties are properly performed by the children. The hotel arrangements are made by the principal of the school a week or two in advance.

The session concluded with a final recitation concerning the special points of interest to be observed. During this recitation a map of the route was drawn on the board, and copied by the pupils in their note-books. Each child was provided with a memorandum-book containing

notes taken during the preparatory lessons, each alternate page being left blank for entries to be made on the way.

When the children had been dismissed, the teachers and students who had decided to take part in the journey met for their final conference. During the journey, however, conferences were held every evening after the children had retired. At these meetings the work of the day was criticized, and special traits of character that had been observed among the children were discussed. While the excursion was conducted under the general supervision of one of the regular class-teachers, the direct instruction was, as a rule, left in the hands of the students, each student who had volunteered to take part in the instruction being placed in charge of the excursion for a whole day. Again, a number of students were appointed each to make a report of the proceedings of a single day. The final preparations were made on Saturday, July 29, the time of starting having been set for the following Monday morning at six o'clock.

Monday morning was ushered in by a tremendous downpour of rain, which showed no sign of abating as six o'clock approached. I fully expected that the inclemency of the weather would result in a change of program. On arriving at the school-house, however, I found everything in readiness, and was informed by the teachers that the plans of the excursionists were never changed by reason of unfavorable weather. A few minutes after six, the members of the party threw their knapsacks over their shoulders, fell into line, three abreast, started a national air, and while singing left the building. On the march to the station no one appeared to think of the rain. Lichtenfels, Bavaria, being our destination, we were booked for a six hours' ride.

Both the valley of the Saale and the valley of the Loquitz, through which we passed on our way across the Thuringian Forest to Bavaria, are naturally very picturesque, and the numerous castles on the surrounding peaks serve to increase the beauty of the scenery. Among the points in the valley of the Saale in which the pupils were particularly interested were: first, Orlamünde, a village that played a not important part during the period of the Reformation; and secondly, the castle of the Prince of Schwarzburg-Rudolstadt, a very fine structure plainly to be seen from the train. Not far from this castle is situated the village of Kailhau, where, in 1817, Friedrich Froebel established the famous institute which is still in existence. The valley of the Loquitz proved of interest not only on account of its scenery, but also by reason of its numerous slate-quarries. In some of the villages that we passed, the houses were built entirely of slate. Near the southern end

of this valley, a few minutes before entering Bavaria, the train passed through a tunnel into the valley of the Main. At one o'clock we arrived at Lichtenfels. By this time the rain had ceased. Indeed, with the exception of the first few hours, we were fortunate enough to enjoy excellent weather during the entire excursion.

After lunching hastily at Lichtenfels, we started on our way to the first of the points of interest on our program—Die Vierzehnheiligen, a magnificent Catholic church, and one of Bavaria's celebrated places of pilgrimage. It occupies a commanding situation on one of the plateaus surrounding Lichtenfels, and is within an hour's walk of that city. When we had reached the top of the plateau we halted for the purpose of giving the pupils the benefit of the view. From the spot where we rested an excellent view of the city could be obtained. In all directions the country was peculiar in so far as it abounded in plateaus, and the teachers did not fail to take advantage of the opportunity for giving a lesson on the plateau. The boys were led to observe the landscape before them systematically, and they recited upon the results of their observations. They compared the plateaus now before them with those they had seen on previous occasions, and thus incidents of former journeys and excursions were recalled. Some peculiar stones that had been found during the walk were shown to the class and discussed. Halts made for the purpose of incidental instruction are usually cut short, in order that the time to be spent on essential points may not be given to matters less closely connected with the particular aim of the journey. Interesting specimens found on excursions are presented to the school in the name of the finder.

When the Vierzehnheiligen was reached, the boys were fascinated with the grandeur of the structure. A systematic study of the church was now undertaken. First, the front of the building was observed and described by the pupils, and a sketch of the portals made by them; next, a walk around the building was taken, in order that the pupils might receive a general idea of its size; finally, the church was entered and the interior examined. After an hour had been devoted to the observation of the church, the class assembled to recite upon what they had learned. That the boys possessed almost incredibly fine powers of observation, as well as excellent memories, was apparent to all who attended the recitation.

Next in order was a visit to the hermit who for many years has occupied a small house on the Staffelstein, a mountain not far from the Vierzehnheiligen. During the ascent several stops were made for the purpose of studying certain phases of plant-life. We were more



IN LUTHER'S ROOM.

ENGRAVED BY H. DAVIDSON.

than repaid for our walk by the magnificent view that greeted us from the Staffelstein. Here the pupils received a valuable lesson in geography. Below us lay the valley of the Main, and the river itself could be followed with the eye for miles. The mountains in which this river rises (the Fichtelgebirge) were plainly to be seen in the distance. Other mountain ranges were also in view, and the numerous castles in the field lent additional charm to the scenery. The observations were as usual followed by a recitation. Recitations following upon such observations serve a double purpose: first, they act in the nature of a drill, the points becoming more thoroughly impressed by means of the repetition; and secondly, they enable the teachers to learn whether the pupils have received the correct impressions. It is foreign to the methods of this school to take for granted that children know everything that they ought to know.

The visit to the Staffelstein virtually ended the first day. Another hour's walk brought us to the railway station, where we boarded the train for Coburg, our resting-place for the night. The

particulars in regard to the distances walked, the food, the hotel accommodations, and the spirit manifested during the journey, will be discussed after the consideration of the intellectual features.

The morning of the second day was devoted principally to the study of the Feste (Fortress) Coburg. It was here that Luther spent his time during the session of the Augsburg Reichstag, from April 16 to October 6, 1530. The fortress, moreover, is a splendid specimen of a Roman castle, and it is peculiar in so far as the main structure is surrounded by two massive stone walls.

Before ascending to the fortress, some observations were made in the city of Coburg itself. On the market-place we found a number of buildings of both legendary and historical interest. The walks through the principal streets enabled the pupils to receive a general impression of the appearance of the city. The castle, which is situated on a hill commanding an extensive view, was reached by means of a road leading through the court-yard of the residence of the Duke of Coburg, and across the beautiful park surrounding the palace.

On arriving at the outer wall of the fortress, we halted for the purpose of examining its structure. The large door guarding the entrance to the first court-yard is a work of art. Its artistic merits were discussed, and a sketch of the door was made. The tour of the castle was next undertaken. While Luther's room and the Reformation room were to us the most important, there were many other things in which the boys were interested. It was in the apartment known as Luther's room that the reformer lived during the session of the Reichstag at Augsburg. In this room a bronze bust of Luther, a collection of his writings, and numerous other relics, are kept. In the Reformation room the large painting representing the Reichstag in session was carefully examined, and the events of that session recalled. A general talk on the Reformation followed. Before leaving, the children sang in chorus Luther's hymn, "Ein' feste Burg," which is said to have been composed in that apartment. During the recitation that followed the visit to the castle, the pupils spoke so well that one who did not know how their information had been received would have been liable to believe that the matter had been studied *verbatim* from



AN ACCIDENT ON THE JOURNEY.

ENGRAVED BY C. W. CHADWICK.



A LESSON IN GEOGRAPHY ON THE INSELEBERG.

ENGRAVED BY A. E. ANDERSON.

a text-book. The recitation over, we wended our way to the railway station to board the noon train for Suhl, a city in the heart of the Thuringian Forest. On reaching the station, we found a large number of people assembled, and we learned that the excitement was due to the fact that the King of Roumania was expected in Coburg. He was indeed traveling on the train for which our party was waiting. The children's desire to have a good look at the king was gratified, for within a few feet of where we were standing he held conversation with the Duke of Edinburgh—the man destined, within a month, to become the Duke of Coburg.

Two hours after leaving Coburg our train arrived at Suhl, the place that had been selected by the teachers for beginning the ascent to the Adlersberg, one of the highest peaks in the Thuringian Forest. After the visit to the Feste Coburg, several days elapsed before further points of interest relating to the history of the Reformation were reached. In the mean time the attention was directed principally to geography, botany, and the industries. The Adlersberg was placed on our program because the extensive view from the summit affords

an opportunity for a good lesson in geography. Besides, the view from this mountain is one of the most picturesque to be obtained in the forest. Unfortunately, the lesson in geography that had been prepared for this occasion was destined to be a failure, the peak, during the party's visit, being wrapped in clouds.

The second night was spent in Schmiedefeld, an industrial village of some importance, situated at the foot of the Adlersberg. A considerable amount of porcelain and glassware is here manufactured. It had been our intention to visit both the porcelain and the glass factories, but we were doomed to disappointment, in so far as the latter was not in operation at the time.

The tour through the porcelain works, however, proved to be one of the most interesting features of the journey.

Owing to the kindness of our guide, the children received a good idea of the numerous processes involved in the manufacture of this ware. We began with the room where the raw material passes through its first process, and ended with the apartment where the finished articles are placed on exhibition. It was interesting to notice how well the guide played the

part of the teacher, and how, on this occasion, the pupils recited to him. On school excursions the teachers frequently resign their positions, for a time, in favor of persons better acquainted with the matters brought to the notice of the pupils. After completing the round of the room in which the raw material is molded and glazed, the large ovens in which the articles are hardened were shown to the boys, and explained to them. In another room we saw a number of men engaged in painting on porcelain, and the method of fixing the colors was also demonstrated. Next, we were taken into the packing-room, and, lastly, into the salesroom.

The remainder of the day was devoted to a visit to the highest point in the Thuringian Forest — namely, the observatory on the Schneekopf. Its elevation is 3250 feet. A tramp of two and a half hours from Schmiedefeld brought us to our destination. On this occasion the atmosphere was perfectly clear. The view was very extensive and proved of much value geographically, as the children received a bird's-eye view, not only of the entire forest, but also of a considerable amount of territory beyond. Here, indeed, the pupils were enabled to determine from nature the relative positions of several of the mountain ranges about which they had received instruction in the class-room.

For conveying to children the meaning of a map, a view of this nature is ideal. With the aid of a field-glass a large number of castles and ruins could plainly be seen. The recitation that followed again showed that the pupils were able to observe accurately, to grasp situations quickly, and to memorize with remarkable facility. Before descending from the mountain, a number of observations were made upon plants, and the geological conditions were studied. From the Schneekopf, an hour's walk brought us to the village of Gehlberg, where we were booked to pass the night. At this place we were joined by the twelve pupils of the fourth grade, accompanied by their teacher and a number of students.

As the next point on our program was situated in an entirely different part of the forest, some thirty miles from Gehlberg, the fourth day of the journey was virtually devoid of pedagogical features. It was devoted simply to traveling on foot to Finsterbergen, a village twenty miles nearer our destination. Although, taken all in all, that day was a very wearisome one, it was not entirely devoid of interest. Between Gehlberg and the next railway station (Oberhof) there is a tunnel two miles in length, and in order that the children might experience the sensation of riding through a long tunnel, the first few miles were made by train. Again, the pupils were delighted with their march through Oberhof, which is one of

the most beautifully situated summer resorts in Thuringia.

It might naturally be supposed that the children, on arriving at their destination, were ready to succumb. When Finsterbergen was reached, some of them were, indeed, very tired; but a few minutes' rest, followed by a good wash, served to refresh them so thoroughly that even before supper they were amusing themselves by running and jumping about the grounds. In the evening their feet were examined by the teachers, and sore spots were covered with carbolized vaseline and bandaged.

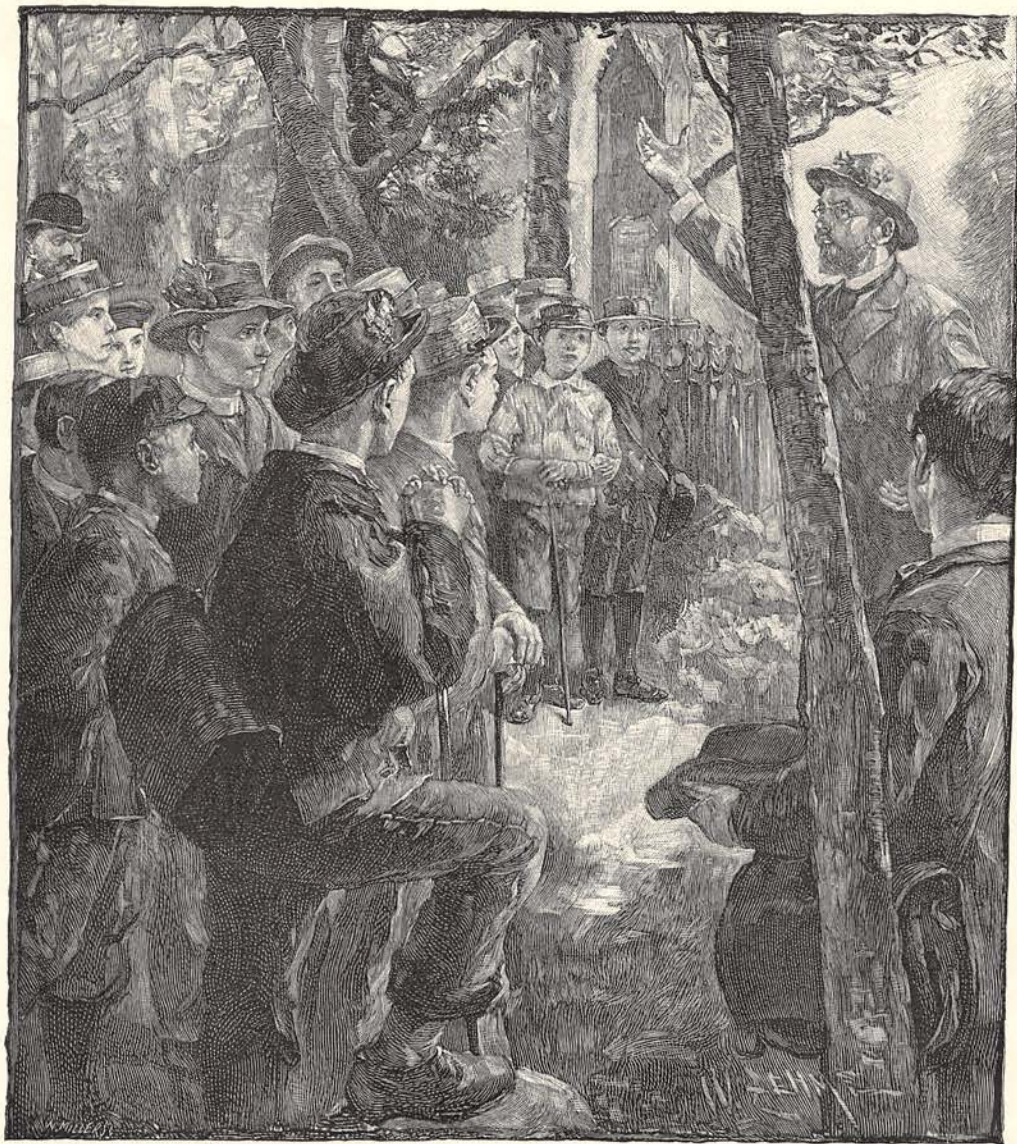
The last three days of the journey were fully as interesting and instructive as the first three days had been. While the distances traveled on foot on the fifth and sixth days were long, there was so much variation both in the character of the scenery and in the subjects of instruction that the drudgery of the tramp was reduced to a minimum.

The special points included in the program for the fifth day were two: first, a visit to the Inselsberg, a mountain commanding a very picturesque and extensive view; and secondly, a walk over a part of the historical Rennstieg.

The distance from Finsterbergen to the Inselsberg can be covered at a brisk walk in three and a half hours. Among the interesting places passed on the way were, Friedrichroda, the most frequented summer resort in the forest; and Reinhardsbrunn, a romantic spot where one of the residences of the Duke of Meininger is situated. When we reached the Inselsberg, the view was especially good, and the pupils received another important lesson in geography.

On leaving the Inselsberg on the opposite side, we came upon the Rennstieg, a historical road one hundred and ten miles in length, extending through the forest almost from end to end. Of all the places visited on the journey, none offered richer opportunities than the Rennstieg for instruction both in history and in geography. Geographically the road is of interest, first, because it forms a watershed between two important river-basins, the Elbe and the Main, and, secondly, because it forms a boundary line between north and south Germany, separating directly the country of the Thuringians from the land of the Franks. There is, consequently, on the two sides of the Rennstieg a marked difference both in the dialect and in the customs of the people. As an illustration of a watershed no better example can be found than the Rennstieg in the vicinity of the Inselsberg, running as it does on a narrow strip of land highly elevated above the valley on each side. It is needless to state that the teachers made excellent use of the instructive material afforded by the road. When at clearings





RECITING POEMS IN LUTHER'S VALLEY

ENGRAVED BY W. MILLER.

glimpses were received now of north Germany and now of south Germany, appropriate poems were recited by the pupils and national airs were sung. The fact that the Rennstieg forms a boundary line between north and south Germany is as interesting to historians as it is to geographers. It is over this road that St. Boniface is supposed to have found his way into Thuringia.

Just before leaving the Rennstieg, we came upon a triangular stone known as "Der Drei Herrnstein" (The Stone of Three Masters), so called because it indicates the point of meeting of three dominions—namely, the kingdom of Prussia, and the duchies of Meiningen and Coburg. An hour's walk from Der Drei Herrnstein,

through the garden-like valley of the Steinbach, brought us to the village of Steinbach, a small manufacturing place, where we passed the night.

The next day, again, was interesting and instructive throughout. It was begun with a visit to a factory in Steinbach where clasps, locks, and similar articles are made. Among the most interesting of the processes here followed by the tourists was the manufacture of the metallic framework for pocket-books and purses. As an object lesson, it proved as valuable as the one received on the tour through the porcelain works at Schmiedefeld. Some rather extensive cutlery works also were visited.

After the round of the factories had been made, we started on our way to a neighboring

rock, upon which St. Boniface is said to have preached. This rock forms a prominence in the park surrounding Schloss-Altenstein, another of the palaces of the Duke of Meiningen. As we had been informed at Steinbach that the duke was at the time stopping at this residence, we doubted whether permission to enter would be granted to us. We were, however, not long in suspense. On the road leading to the park the duke, who was at the time on his morning walk, came upon the party, and entered into conversation with the teachers. On learning their mission, he cordially invited them to visit the grounds. He led the tourists across the magnificent park to the balcony of his palace, from which a fine view may be obtained. After looking over the children's note-books, and offering cigarettes to the teachers, he summoned a soldier to guide the party over the grounds. When the rock which we sought was reached, some incidents relating to the work of St. Boniface were discussed. The Duke of Meiningen is one of the regents, as well as a supporter, of the University of Jena.

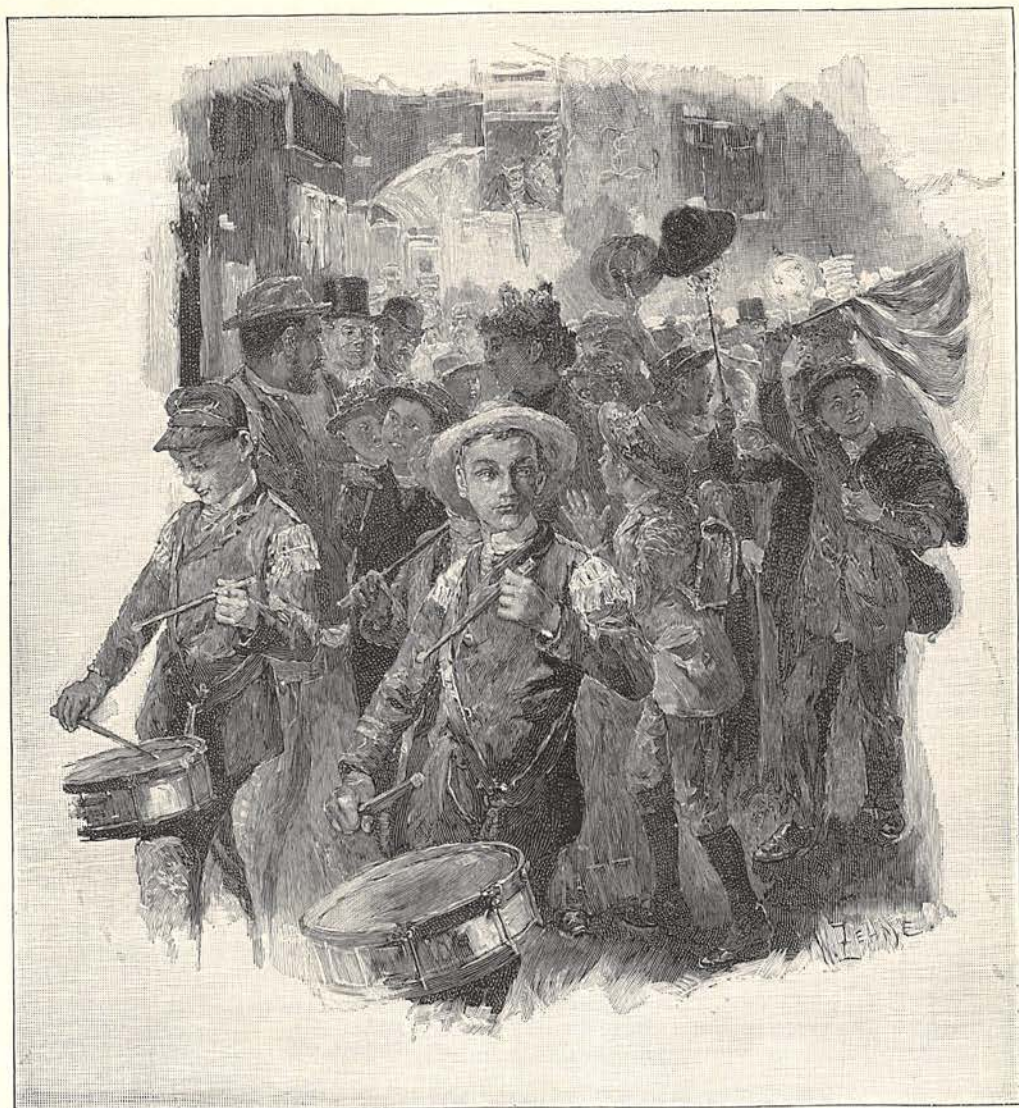
Soon after leaving Schloss-Altenstein, we reached a stretch of land known as Luther's Valley. It was here that the reformer, while fleeing from Worms, was captured, and, against his will, taken to the Wartburg for protection. Upon the spot where he was made prisoner a monument has been erected. At the monument the pupils received another lesson on the Reformation, Luther's conviction by the Reichstag at Worms and his friendly capture being discussed. The inscriptions on the monument were explained by the teachers, and copied by the boys in their note-books. Next, Luther's hymn was sung, and a few poems suited to the occasion were recited. Lastly, the excursionists quenched their thirst at Luther's spring, which flows within a few feet of the monument.

From Luther's Valley it was but an hour's walk to Ruhla, an important manufacturing town and a favorite summer resort. Ruhla was visited principally for the purpose of witnessing the manufacture of meerschaum pipes, the meerschaum industry being conducted here on a very large scale. On our arrival, however, we learned to our disappointment that, on account of a festival then in progress, all the factories were closed. As a substitute, we were obliged to accept a parade of the villagers, and the music of the local band. These incidents were, however, thoroughly enjoyed by the children, who soon met with another pleasant surprise in the form of a visit from their principal, who had come to finish the journey with them. After a rather prolonged stay at Ruhla, we started on our two-hours' walk, through one of the most beautiful districts in the forest, to Eisenach, the last place on our program.

The morning of the last day was devoted to the study of the gem of Thuringia, the Wartburg, which is said to be the most perfect relic of a Roman castle in existence. It is situated on a hill near the city of Eisenach, and the view from its terraces is picturesque beyond description. As the Wartburg forms the most prominent figure in the history of Thuringia, and the castle was Luther's home during the time of the Reformation, the teachers regarded this visit as the most instructive period of the journey. On this occasion the principal of the school took charge of the classes.

During the tramp through the woods from the hotel to the fortress, many places of historical interest were passed, and the more important points were discussed. A few appropriate songs and verses given by the pupils served more fully to impress upon them the grandeur of the situation. When the castle was reached the final preparatory recitation took place. Before entering the structure some time was spent in observing its exterior from the various court-yards, and a view from the terraces was taken. After we had entered the building we were first ushered into the gallery containing the series of fresco paintings representing important incidents in the life of St. Elizabeth, who spent much of her time on the Wartburg. When the guide here began in a mechanical manner to explain the meaning of the pictures, Mr. Scholz, the principal, requested him to allow the boys to do the talking, as they had all seen copies of the paintings. The man gave his consent very reluctantly, stating that he was obliged to complete the round of the buildings in half an hour; but when the pupils began to talk, he was so thoroughly surprised at the knowledge they displayed, that he no longer thought of his haste. Indeed, in passing from room to room, he now requested the teachers to take their time, and he did not speak unless his services were required to elucidate points not clearly understood by the members of our party.

While there were things innumerable in which the boys became interested, the center of attraction was the room that had been occupied by Luther during the period of his captivity—from May, 1521, to March, 1522. It was in this room that the translation of the Bible was begun. Among the relics here to be found are portraits of Luther and his parents, two of the reformer's letters in manuscript, a book-case containing a number of Bibles, and the famous ink-spot. In Luther's room the boys reviewed in outline what they had learned during the journey concerning the history of the Reformation. Incidents relating to the early life of Luther, with which they had become familiar on a previous excursion, were also re-



THE RETURN.

ENGRAVED BY CHARLES STATE.

called. Before leaving, Luther's hymn was once more sung.

The visit to the Wartburg over, the work that had been planned for the journey was concluded. The remainder of the closing day was spent in strolling about the city of Eisenach. Here the attention of the pupils was called to a number of interesting things, among which were the building in which Luther resided as a boy while in the charge of Widow Cotta, and the house in which John Sebastian Bach was born. As the children were tired and thinking of home, the day dragged on rather heavily. At six o'clock in the evening we boarded the train for Jena. The return trip was uneventful. When, at ten o'clock, the lights of Jena came into view the boys were happy, and they gave vent to their feelings in a song of greeting.

As the journeys undertaken by this school are always closed with a parade through the city of Jena from the railway station to the school-house, we were not surprised to find, on our arrival, a large number of people in waiting. As a festival was in progress on that evening, the usual number of musicians could not be obtained. Nevertheless, the two drummer-boys who had volunteered their services played with so much energy that they succeeded in preventing the procession from becoming chaotic. Many of those who had come to meet us were supplied with Chinese lanterns, and the streets through which we passed were further illuminated by means of strontium lights, which had been prepared by friends of the pupils.

When the school-house was reached the procession halted. The principal of the school now

spoke a few words, intended mainly for the purpose of explaining to the parents the significance of a school journey. An outline of the work that had been done during the week was also given. In answer, one of the men who had listened to the address spoke in behalf of the parents, thanking the teachers for their pains, and expressing complete confidence in the methods of the school. It was eleven o'clock when the company dispersed.

WHEN the attention is directed to the features of the journey other than those purely intellectual, the story to be told is by no means a glowing one. The distances to be covered on foot were long, the sleeping accommodations poor, and the meals plain and uniform. But as the German mode of living differs so widely from our own, things that might be regarded as hardships by American boys would not necessarily be so regarded by boys brought up in Germany, amid poor home surroundings. Besides, it is one of the particular purposes of a German school-journey to harden the boys.

From the start until the end of the third day the boys fared well enough; the walks were not very long, and the hotel accommodations were passable. On the first night mattresses were placed at the disposal of the tourists, and on the second night even beds were secured. On the evening of the third day, however, the difficulties were destined to begin. Owing to an act of negligence, no positive arrangements had been made for that night. On our arrival at the only available inn at Gehlberg, the proprietor stated that he was not prepared, at a moment's notice, to accommodate a party of thirty-eight (we were to be joined before dinner by the members of the younger class). The host, on seeing our plight, finally concluded to accommodate us. He proposed to allow the party to occupy during the night a large meeting-room, promising to spread shavings on the floor, and to supply an adequate number of blankets.

As the children were tired and hungry, and the prospects before them were poor, their humor was naturally not of the best. And when the teachers, instead of endeavoring to raise their spirits, voluntarily added trouble to the unavoidable ones, the boys became very much depressed. In the first place, on this evening, when the dinner was much more meager than usual, the pupils were punished for a slight offense, committed on the previous day, by being deprived of their regular allowance of beer. Again, when, after the meal, two boys became engaged in a harmless war of words, a teacher settled the question by striking one of them.

When the time for retiring arrived, matters were found to be even worse than had been expected. The proprietor of the inn — who was

the only mean man we met on the journey — had furnished no more than five blankets for the accommodation of over thirty persons, and besides, the supply of shavings was far too scanty. As we were at an elevation of twenty-two hundred feet, and the temperature was exceptionally low even for that region, some of the children suffered severely from the cold. It was, indeed, the lot of more than one to be obliged to rest on the bare floor, and without even a part of a blanket for a cover. One of the boys in the party weighed only forty-eight pounds, and another not more than fifty. That, on rising the next morning, the excursionists were not in excellent condition, it is not difficult to imagine; yet this was the day that had been set for the long walk to Finsterbergen, to which I have already referred. On the night following this walk the children rested on straw, but the proprietor of the hotel was kind enough to make them comfortable by means of a liberal supply of sheets and blankets.

While the fifth day's tour was interesting, it was nevertheless a difficult one, as the distance walked was nearly twenty miles, and the boys had finally begun to tire. The little fellow that weighed only forty-eight pounds carried a knapsack weighing nine and a half, while some of the knapsacks weighed no more than five pounds.

By far the most disagreeable experiences during the journey, however, were those that befell the party in the place where the fifth night was spent. The village itself bore a look so uninviting that even on entering we were thoroughly disgusted. The odor that pervaded it was awful. But this was not all. While on our way to the inn where we had arranged to stop, we were informed that the proprietor had died suddenly, that he had been buried on that day, and that, in consequence, we should be obliged to stay at the only other available house. Even under the most favorable circumstances it would have been bad enough to spend a night in such a place; but now matters were very much worse. The house to which we were conducted by our informant was kept by a butcher who had absolutely no regard for sanitary laws. As to the room which had been placed at our disposal for the night, although it was large enough for the purpose, it was so badly ventilated and so poorly lighted that it was scarcely habitable for human beings. The straw that had been strewn upon the floor for the accommodation of the guests bore the appearance of having been used in the stalls for a considerable period. It was fortunate that all escaped on the following morning no worse for the experiences of that memorable night. On the sixth day, again, a walk of nearly twenty miles was taken; but the night was spent in a good hotel, and, on that occasion, the straw was clean.

While the food during the journey was plain, it was better than most of the boys were accustomed to receive, for nearly all the children attending this school are from the poorest of homes. The breakfast, which was usually taken at seven, consisted of a cup of coffee and a roll. At dinner—the evening meal—the boys were generally served with a roast, one or two vegetables, bread, and half a pint of beer. Breakfast and dinner were taken at the hotels where the nights were passed. During the day three luncheons of bread and sausage were made. The luncheons at ten and at five were hastily partaken of on the road or in the woods. The midday meal, however, was usually spread on a table, either in a restaurant or a beer garden, and each child at this time received, in addition to his sandwiches, half a pint of beer. As a rule, a long time was spent over this meal. It was the period set aside for resting after the morning's exertions. Socially, it was the most enjoyable part of the day, and the only time when the family life may be said to have been led by the school.

The expense, although fully as high as on other occasions of a similar nature, was almost incredibly small. All things included, the cost, *per capita*, did not exceed sixty cents a day. The highest amount paid in any one inn for dinner, lodging, and breakfast was thirty-two cents—eighteen cents for dinner, nine cents for lodging, and five cents for breakfast. Fifteen cents covered the cost of the three lunches. The remainder was spent on railway-fares, and on entrance-fees to castles and observatories. To school excursionists railway-tickets are sold at a reduction of sixty-six per cent. from the regular rates, and still greater reductions are made on entrance-fees to instructive places. Thus, in Germany, school excursions are in every way encouraged. The funds required for the journey are in part provided by the university, and in part given in the form of donations by the students of pedagogy, and other friends of the school. The pupils are not obliged to contribute, but a few of them usually pay a small sum.

The spirit manifested during the journey was in full accord with the physical features. Indeed, lack of sympathy on the part of the teachers was a characteristic phase of the tour.

As for the boys, although they endured the physical hardships with scarcely a murmur, their behavior in other directions showed a complete lack of manliness. Nor did the feeling of good-fellowship exist. In many of them the tears were always near the surface, and they were shed in profusion on the slightest provocation. If a boy happened to take the smallest liberty with one of his companions, the affair was seldom passed over good-naturedly,

the usual result being either a crying spell, or a flow of abusive words. One of the pupils wept long and bitterly simply because some one had called him a shoemaker. Worst of all, petty spats arising among the pupils were seldom settled by themselves. Sooner or later the tale of woe was carried to one of the teachers, and the latter not infrequently brought affairs to a close by boxing the ears of one of the boys, it mattered little which. No attempt was made by the teachers to cure the children of their babyishness, and tattling was always encouraged. Once a boy's mental equilibrium was disturbed, he became sullen, and remained aloof from the others for hours. As ill-humor on the part of a few pupils naturally reacted on the other members of the party, the prevailing feeling during the journey was one of gloom. Again, in the evening, when the boys were tired, nothing was done to afford them pleasure. And when, after retiring, children were found who failed promptly to fall asleep, their restlessness, which was most likely due to exhaustion, was put down by the teachers as unruliness, and they received as an anodyne a box on the ears.

Although the spirit and the physical features of the described journey may not meet with our approval, it is clear that its suggestive value, from the standpoint of intellectual development, is in no way affected by the former. In themselves the German methods are not antagonistic to sympathy. Is not, for example, the kindergarten—the institution which above all fosters helpfulness, love, and sympathy—a creation of Germany? And are not our progressive schools abounding in sympathy, while their system of instruction is founded on theories evolved by German educators? In a word, as it has been shown in so many directions that when German educational theories are planted in American soil, the fruit begins to approach the ideal, is it not reasonable to suppose that the same would be true in regard to the school excursions?

The material for instruction offered by our country, with the exception of the historical, is in every way equal to that offered by Germany. Nor is our country by any means lacking in historical associations interesting to Americans. In regard to the latter, I take the liberty to quote the following from Mr. Lyman P. Powell's highly suggestive article, "The Renaissance of the Historical Pilgrimage," which appeared in the "Review of Reviews" for October, 1893:

Our land is a great historical laboratory in which our historic wealth has been too long neglected. In each of the thirteen original States, pilgrimages could easily be planned for a study of its colonization. A week in New England will furnish a new insight into the colonization of that

section. The Swedish, Dutch, and English settlements of the Middle Atlantic States could be visited in little time. Doubtless the early Southern colonies could easily be picked out, including a visit to the site of Sir Walter Raleigh's fort on Roanoke Island. . . . There is scarcely a spot, east or west, which is not within easy access of some historic survival which has in it a lesson for the child and for the adult. The whole Southwest is rich with vestiges of those Spanish institutions of

exert an excellent influence on the esthetic feelings and the sympathies of the child, it is but natural to suppose that amid surroundings in themselves inspiring the influence exerted on the character of the child would be doubly favorable. Finally, by careful attention to the physical needs of the pupils, a school journey could not fail to exert a favorable influence on their health. As money is more plentiful



AT LUNCH.

ENGRAVED BY C. A. POWELL.

which Professors Bernard Moses and Frank W. Blackmar have recently written. The school-children of St. Louis and New Orleans will find in those cities abundant traces of the French occupation of Louisiana. The dweller upon the Great Lakes will find Detroit of as great historic as commercial interest.

Again, as the spirit manifested by our progressive teachers in the class-room is such as to

here than it is in Germany, an American school journey might be made in comfort; suitable accommodations for the night might be secured, and the food made commensurate with our mode of living. Moreover, by means of wagons, the physical exercise might be regulated according to the strength of the pupils. The experiment is certainly worth trying.

*J. M. Rice.*

It is interesting to note that, on the suggestion of the author of this article, the experiment was made last June by the public-school authorities of Anderson, Indiana. The excursion, which was seven days in duration, proved successful. The party, including teachers, pupils, and members of the school-board, numbered seventy-two.—EDITOR.