

in the various classes. After a few weeks each candidate is in addition assigned to regular class instruction under supervision. This is varied throughout the year so as to cover each of the subjects he expects to teach, and in different classes. For this work he makes careful daily preparation, and he gets the benefit of the advice and criticism of the class-teacher, and at stated times of the director and his fellow-candidates. Twice each week throughout the year the candidates meet in conference the director and one of the other teachers for the purpose of discussing problems of school organization, methods of instruction, discipline, etc. Reports are made on assigned topics and on current educational literature. During the year each candidate must present an extended essay or thesis on some assigned educational subject. At the close of the year, if the candidate's work has been approved, he is assigned to another school for a second year, this time as a regular instructor under supervision, but usually without pay. At the end of this second year, if everything is satisfactory, the teacher is entitled to hold a position as a fully accredited *oberlehrer*, and in some ten years more may be dignified by the title of professor!

This making of a Prussian teacher has been a long process, but it brings its compensations: primarily to the schools which are enabled in each subject to secure expert instruction; and secondarily to the teacher himself, who is now in a position of honour, with an assured salary that increases regularly at stated intervals for twenty years, and with an ample pension awaiting him when forced to retire through sickness or old age.

Our German friends believe in teaching as a profession. The means by which it is made such deserve careful consideration.

Berlin, May 5, 1909.

[Mr. Henderson, who as our readers may remember, is a native and a teacher of New Brunswick, and more recently has been instructor in the State Normal School, Milwaukee, was chosen last year to proceed to Germany and study the systems of education there, especially the Realgymnasium of Stralsund near the Baltic, for which he was appointed. He has made good use of his opportunities, and the observations which he sent to the REVIEW will be carefully studied. Here is a lesson for us.—EDITOR.]

A Visit to an English School.

BY PRINCIPAL G. R. MARSHALL, Halifax, N. S.

One fine morning last September, after a heavy rain the day before, I started from the home of a friend in Wallasey, on the south bank of the Mersey, to visit one of the public schools in that town. The little English robins, with their breasts no longer scarlet, but now more nearly a dull orange, were chirping in the hedge bushes that lined the lanes and divided the fields; larks hopped about in the meadows, which were as green as ours are in the spring; the new houses of brick and cement, with tile roofs, and the old ones of stone and lime, with slate roofs, glistened in the morning light, and to a teacher from Nova Scotia visiting the place for the first time the whole scene formed a beautiful and inspiring picture.

At the corner of the school grounds, which were enclosed by a low brick wall and covered with asphalt pavement, was a cottage of tasty design for the use of the janitor.

The school building was two storeys high, with a pitched roof, and was more highly ornamented with dormer windows and gables than any school building I have ever seen in this country. It was large enough to contain six class rooms, and an assembly hall on each floor, and had an annex with six class rooms and assembly hall also.

I entered the main building by a door marked "Boys' Entrance," and proceeded up a flight of stairs to the first floor. I noticed that the steps were made of stone, the racks in the cloak-room were of iron, the partitions of brick, and the floors of short blocks of wood embedded in cement; so the building was practically fire-proof.

The head master received me in a cosy, little office, brightened and warmed by a fire in an open grate. He informed me that he did not have control over the whole building, but only the one floor. He had six assistants, who taught the boys over seven years of age. He had no class of his own, but devoted his time to supervising the work of his assistants. The girls over seven years of age were taught on the ground floor by six teachers under the directions of a head mistress, who spent her time supervising their work. The children under seven were taught in the annex by six teachers under the directions of still another head mistress. The work of the three departments was as distinct as though they were in different parts of the city. Even the