

success of Sunday Schools is the number of children which have gone from them safely home to heaven. It is estimated that more than half of the human race die in infancy and youth. We do not mean to say that even a large proportion of these children attend Sunday Schools; but we do say that many thousands of those who do thus die, have received their early religious instructions in the Sunday School; and that under God, they owe the spiritual light which they have enjoyed to the direct agency of the Sunday School.

What an encouragement, therefore, for us to work in this blessed cause, and to endeavour to guide the little feet of the youthful pilgrims safe to the heavenly Canaan, where the teacher himself—afterwards may,—

"Safe in that better country, his loved ones all shall find,  
"And some in that bright multitude he feared were left behind,  
"Shall join with his their praises, within the jasper wall,  
"As Cherubim and Seraphim before the Holiest fall.

"With folded wings expectant, the angel bands will come,  
"To listen to the tale of grace that wooed the children home;  
"And sitting at the Saviour's feet his joyful lips shall tell  
"How much He hath forgiven, who doeth all things well!"

#### A FEW ENCOURAGING WORDS TO THE TEACHER.

And now a word of encouragement to the teacher: who is it for whom we work? None less than the Great Master himself!—who deigns to honor us with his gracious commands, and encourages us with his never failing promises. And how lovingly has he united them both,—the command and the promise! "Go, He says, work *to-day* in my vineyard, and whatsoever is *right* I will give unto thee." And has he not given us his own example? He ever did "the work of Him that sent him," and "went about" every day "doing good." With what little service too will he be satisfied!—far less than any earnest Christian would himself be satisfied with. And yet He says: "whosoever shall give to drink unto one of these *little ones*, a cup of cold water *only*, in the name of a disciple, *verily* I say unto you, he shall in *no wise* lose his reward." Again condescendingly speaking of service to the sick, hungry and strangers as service to himself. He says: "inasmuch as ye have done it *unto one of the least* of these my brethren, ye have done it unto *me*."

How confidently, therefore, can we as teachers receive and obey without hesitation or question, the inspired command which the wise King Solomon thus speaks to us:—"Cast thy bread *upon the waters*: for thou *shalt* find it after many days" and "In *the morning* sow thy seed, and in the evening withhold not thine *hand*, for thou knowest not whether shall prosper, this or that, or *whether they both shall be alike good*." Therefore, we would say—

"Sow ye beside all waters,  
Where the dew of heaven may fall;  
"Ye shall reap if ye be not weary,  
For the Spirit breathes on all;  
"Sow—though the thorns may wound thee;  
—One wore the thorns for thee!  
"And though the cold world scorn thee—  
Patient and hopeful be:  
"Sow ye beside all waters,  
With a blessing and a prayer:  
"Name Him whose hand upholds thee  
And sow thou *everywhere*!

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"Watch not the clouds above thee,  
Let the whirlwind round thee sweep;  
"God may the *seed time* give thee,  
But *another hand* may reap;  
"Have faith—though ne'er beholding  
The seed burst from its tomb,—  
"Thou knowest not which may prosper,  
Or whether *all* shall bloom:  
"Room on the narrowest ridges,  
The ripening grain will find—  
"That the Lord of the harvest, coming  
In the harvest, sheaves may bind!"

## I. Education in various Countries.

### 1. WHAT GERMAN SCHOOLS ARE.

Germany has the most perfect school system in the world. For more than three hundred years the foundations of this system have been established, and the beautiful structure has been rising, until now, not a German child, living in his native country, is unable to obtain the means of a good mental culture.

There is such a relation established between the school authorities of a parish and the national minister of public instruction, extending through all the grades of authority, that the lowest pri-

mary schools are under the complete control of the highest school authority. By such a complete organization the government can apply most thoroughly all its school laws.

In this country we are entirely wanting in that organization by which either State or national laws can be applied, so as to effect the character of our public secondary schools; and our private schools are under no supervision whatever. They may be taught by those who have neither talent nor acquisition necessary for successful teaching, and they may be managed so as to send into society the most superficial men and women, and we have no help for the mischief.

All Prussian children are treated by the government as though they belonged to Prussia, and would in the future become Prussian citizens. The Prussian government takes it for granted that it has the right, yea, more, that it is a public duty, to establish schools in which every child may receive such a culture as will fit him to be a good Prussian citizen. The government also claims the right to exercise the same control over the private, as over the public schools.

Before one can open a private school he must pass a public examination, and be found competent to teach, not a particular grade of schools, but to *teach* school. In addition to this examination, he must present his course of study, and his daily order of studies, to the proper authority for approval before he can commence his work. After this has been done, he must take a solemn oath, by which he pledges himself to teach so as to secure the best results within his power to attain. Then, during his term's work, his school is subjected to the same kind of supervision as is applied to the public school. At the close of each term, the inspector and the parents of the children are expected to be present to judge of the fidelity of the teacher.

The law in regard to attendance is enforced by the school committee of the parish, who are required to keep an accurate account of attendance, and to make report of all failures, and to apply penalties.

Prussia is well provided with Normal schools in which teachers may receive a thorough preparation for their work; and in no other country is there so much professional enthusiasm. Teachers during the time of preparation are exempted from military service, and after graduation, preference is given to them over teachers who have had no special training. All incompetent teachers are to be promptly removed from their schools, and all old teachers who have spent the best of their strength in the service of their country, are to be supported in their old age at their country's expense.

All school authorities, including the teachers themselves, being a branch of the general government, are much respected, and are able to exert a commanding influence. The German teachers study most carefully the philosophy of their work. Having received an impulse from the great Pestalozzi, they have adapted their courses of study, and their methods of teaching to the wants of the human mind. They make human culture the end of study and teaching. Two ideas guide them in making out their course of study. One has reference to the selection of topics, the other to the arrangement of these topics. Such a selection of topics is made as will lead the mind of the student to all kinds of activity in studying them. These topics are arranged in the course so as to meet the wants of the mind as its powers are developed. The method of teaching employed requires the actual presence to the senses of all objects, and to the intellect of all subjects of study.

While in Dresden, I saw a lesson in language given in one of the private schools, to a class of little girls. The teacher was a strong man, and a distinguished graduate of a German University. He presented to his young pupils a bird's nest, and a branch upon which the nest was built. He led the pupils to know of the nest through their own senses. Then he taught the "nest;" then he taught the form of the nest, of what it was composed, giving names as he taught. Then, in like manner, he presented the branch, the twigs, the bark, and the wood of the branches, the leaves, and the parts of a leaf. Then putting these objects aside, he drew upon the blackboard a beautiful picture of all that he had presented, requiring his pupils to give the names of things, as he represented them in his picture. After ideas had been thus excited, and their oral names had been learned, the written form of the names were taught. During this exercise, the pupils were so much excited that they could with difficulty contain themselves.

In another school, I observe the teaching in botany. The class was composed of boys of twelve years of age. The teacher had gathered, in his morning's walk, the plants he desired his pupils to study, giving to each boy a plant belonging to the class of plants he desired that day to teach. Taking one of the plants in his own hand, he led the boys, each one for himself, to observe until he found the marks to be used in classification. The teacher then simply gave a name to the class which the boys had themselves discovered.