

We can only notice a few results. The general character of the people is greatly improved, the lower grades of society show a degree of refinement and intelligence far above the same classes in England and America. Master tradesmen and employees exhibit a fellow feeling; growing out of the fact that they have gone through the same schools and the same training. The antagonism in other lands between workmen and employers, a threatening evil in these days, is rare in Württemberg. The technical schools attract numerous strangers, who often equal the native pupils in numbers, and this is no small benefit. Work of all kinds, public and private, whether in mercantile, farming, building, engineering, or in any other line, is well done, saving immense waste and loss to public and private interests. And, finally, all the industrial pursuits of the nation are far in advance of other countries. Scott Russell says England will require many years of technical education to reach the point Germany has already gained. Railways, for example, are built more cheaply and far better in Germany than in England, because the pupils of Germany's industrial and technical schools have been the builders. The eyes of the world have in late years been fixed on Prussia on account of the wonderful success of her armies, a success due to the same cause, viz., the application of technical education. Behind every musket is an intelligent, highly trained mind.—*New York Evening Post*.

2. EDUCATION UNIVERSAL IN PRUSSIA.

Nothing more forcibly strikes the foreign sojourner in Berlin than the universal intelligence of the lower classes of society. Your cabman speaks to you—if you can but comprehend him—in perfectly grammatical German. Your washer-woman's bill is a correct model of neat and handsome penmanship and correct spelling; your wife's seamstress is able to discuss the latest publications, the views in the political and fashionable world, and examines the books on the table with a critically experienced eye. To be sure their universal intelligence has a tendency to make the hewers of wood and drawers of water somewhat arrogant; and, by the law of compensation, the cabby and the washer-woman make up for the absence of ignorance by a pertness and independence of manner which are to be met with, in an equal degree, in no other European capital. Yet the fact that they can all read, write and cypher, brings the result of the Prussian educational system more vividly to the mind than any other fact could—unless it were the effect of it seen in the army. The Prussian state has long made equality of intelligence—as far as schooling can effect it—a compulsory matter. All children, as soon as they get out of their frocks, must go to school; and the state prescribes when that should be. The failure of any child to attend school is punished vicariously in the person of the parent, who is fined by an ascending scale of penalties, and, if he or she still proves obdurate, is incontinently thrown into prison. Indeed, Fatherland assumes rather more than a patriarchal authority over its children from the moment that they are able to lip its guttural alphabet, until they are in their forties; for, taking them at the tender age of dawning intelligence, it makes them submit to the pedagogue's rule till they are large enough to become a certain numerical figure in a certain numerical regiment; and in this vague identity a man may be compelled to remain, if Fatherland so chooses, from seventeen to forty-two. A recent report of the Berlin schools for 1871 gives some interesting figures, and betrays the fact that one-ninth of the total population of Berlin attends school with military regularity. Over ninety-three thousand scholars were reported for that year, the number of schools being two hundred and eighteen, and under the supervision of sixty-one male and one hundred and thirty-seven female teachers, and five hundred and sixty-six ushers, or sub-teachers. The salaries of these instructors, who are official personages, would amaze young gentlemen and ladies during the winter season in our own rural districts. The highest pay for head-masters is about seven hundred dollars a year; the salaries range from this figure to three hundred dollars, which is the amount received by the junior ushers; while the female teachers receive stipends ranging from three hundred to two hundred and twenty-five. The Berlin schools are further more provided with two hundred sewing teachers, having salaries of fifty-five dollars a year, and fifteen assistants, at forty-five dollars. It costs Berlin about half a million dollars a year to support her schools, which is cheap, especially when it is considered how thorough and substantial an education is thus imparted. It is interesting to be told that the parents of Berlin contributed, during 1871, about seven thousand dollars to the public treasury in the ways of fines, while over fifteen hundred papas and mammas were imprisoned for not compelling Fritz and Gretchen to go to school, and keeping them there.

3. A QUIET BUT NOBLE SPEECH AT THE EXETER ACADEMY CELEBRATION. *

A speech of much feeling and interest was made by Mr. John L. Sibley, the librarian of Harvard College, at the recent anniversary of Exeter Academy. This gentleman was made known to the alumni as the donor, from his small estate, of the sum of \$15,000 to increase the charity scholarships of the institution. For several years, since this gift began to be made, Mr. Sibley has succeeded in keeping it secret, but it had become known to so many persons that he finally consented to make it known at this gathering. The speech in which he told the story will never be forgotten by those who heard it, for its touching pathos and the sense of obligation to his *alma mater* which it displayed. He disclaimed any credit for the gift which he said was suggested by his father—a hard-working farmer of Maine, who never had any opportunity to acquire learning for himself, but who, riding through Exeter in 1797 and seeing the school-boys in the Academy yard, resolved he would educate his son there, and sent him twenty years later to be a scholar on the foundation, while he continued to toil for the support of his family in the Maine woods. Mr. Sibley drew a picture of the academy as it then was, of his classmates, his delight in his studies, and the joy with which his father heard of his progress. Years afterwards, when all his father's family had died, except the old man and himself, and his father wished to dispose of his little property, he said "he must remember Exeter," and gave his son \$100 to send the trustees. Mr. Sibley added a hundred or two more and sent it. Then when his father spoke of bequeathing the rest of his property to him, he asked him if he would not give it to Exeter, and his father told him to do what he pleased with it. So after his father's death he had taken \$5,000, the amount of the patrimony, and brought it to the trustees, to be invested, under certain conditions, for the benefit of poor scholars. Afterwards he had acquired \$5,000 more and invested that here too—and now it had grown to be \$15,000. And if the rest of the alumni would make a new year's present next January to their *alma mater*, he would promise to add \$5,000 more to the Sibley charity fund. Mr. Sibley is not an orator, nor has he had the reputation of great liberality, so that his speech, rich in natural eloquence and emotion, and his generous gift were equally a surprise and a delight to all who heard him. Some touching passage in his private life, very honourable to him, and known to a few of those present, added to the emotion with which he was heard, and there was scarcely a dry eye in the audience as he made his confession.

4. UNIVERSITY EXAMINATION FOR LADIES.

Good news for ladies reaches us from England. University examinations for women are making very distinct progress in the mother country, as the last report of the Cambridge Syndicate, clearly proves. The examinations were held in June, and at seven centres—Cambridge, Cheltenham, Liverpool, London, Manchester, Plymouth and Rugby—one hundred and thirty-two candidates actually went through the test—an increase of twenty-three on the number examined last year. Some of the general remarks of the examiners are somewhat surprising: as for instance, that "none of the candidates showed any great knowledge of Divinity." Religious feeling is so widely spread amongst women that one feels surprised at this neglect of what might be supposed to be a favourite study. "In English History the answers to the papers were decidedly good." The report as to English Language and Literature is also gratifying; out of 119 papers only 15 were unsatisfactory; the others were very creditable, and 11 were excellent." Of these 11, four papers were of very great merit in all respect—for knowledge of facts, for clear and vigorous expression, for real independent thoughtfulness." The examiners add that some papers were marked by "irrelevance," and others by "self-distrust." In "English composition" the "average quality of the essays" was good; but, as a caution, "some of the candidates need to be reminded that theological common-places and pious reflections do not serve to eke out an imperfect knowledge of a subject to which they are irrelevant." The papers sent up in Latin were, it is reported, on the whole very fair. "They all showed a real knowledge of the elements of the language." These are the most favourable passages of the report: but there are some bitters behind. There was "considerable grammatical inaccuracy" in the Greek; in French literature there was not unnaturally "lamentable ignorance;" in mathematics only two candidates appeared, and neither could pass; there were only seven aspirants for logic, and of these three

* The Editor of this *Journal* has had the pleasure of knowing Mr. Sibley for many years, and rejoices in this evidence of the nobleness of his friend's character.