

show him his lesson.' 'What do I care how you get it? That's your business. But you must have it.'

"In the midst of a lesson, his cold and calm voice would fall upon me in the midst of a demonstration—'No!' I hesitated, stopped, and then went back to the beginning; and, on reaching the same spot again—'No!' uttered with the tone of perfect conviction, barred my progress. 'The next!' and I sat down in red confusion. He, too, was stopped with 'No!' but went right on, finished, and as he sat down, was rewarded with 'Very well.' 'Why,' whimpered I, 'I recited it just as he did, and you said No!' 'Why didn't you say Yes! and stick to it? It is not enough to know your lesson. You must know that you know it! You have learned nothing till you are sure. If all the world says No, your business is to say Yes, and prove it!'"

2. KINDERGARTENS.

Another educational need of the country, and one that many consider more urgent even than the need of high schools, is a class of schools equivalent to the German Kindergartens. For the larger proportion of the pupils of the primary schools, the subjects there taught and the methods of instruction pursued, are grievously unsuitable. And there are besides, especially in the larger towns and cities, multitudes of children too young to be admitted to the public schools, yet old enough to receive and to be greatly in need of systematic physical, mental, and moral training. For such children, Froebel's system is peculiarly well adapted; and as fast as teachers and parents become acquainted with its merits, Kindergartens become a public necessity. We have no doubt that before many years they will be found in every community. One thing that has delayed and still delays their introduction, is the lack of properly qualified teachers. Teachers have had no means of qualifying themselves for the work short of an impossible sojourn in Germany. This difficulty, however, we are happy to learn, is likely soon to be remedied. In Boston, Mrs. and Miss Kriege, two thoroughly trained Kindergartens, have opened a genuine Kindergarten, with a training school for teachers; while in Springfield, Mass., Prof. Wiebé, a disciple of Froebel, has opened an Institute consisting of a Kindergarten, a primary class, and a training school for imparting information gratuitously to those who are desirous of becoming acquainted with the system. From him Froebel's method has already been acquired by several teachers; and, as a result, has been introduced into two of the schools connected with the State Institution at Monson, Mass. There is reason to believe that Kindergartens will also soon be made a part of the school systems of Boston, Mass., and Syracuse, N. Y.

II. Education in various Countries.

1. THE SCHOOLS OF PRUSSIA.

The best schools in Europe are found in Bavaria, in Saxony and in Prussia, and the best of these of those countries are in Munich, in Dresden and in Berlin. In these cities the schools are conducted with primary reference to mental development, and, as a means to this end, the subjects of study are so classified and taught as to lead to the acquisition of knowledge in a scientific manner. I notice, as I go about to the different school rooms of a large educational institution, that they are all well supplied with the means of illustrating every topic that is taught. In one school-room, in which botany is studied, I saw the plants for analysis, all growing in pots, which were arranged on shelves about the room. In another room, where zoology is taught, the students were supplied with specimens of the objects they are required to study, and these specimens are so arranged that they are always before the student as he studies, or near him to be used as illustrations as he recites. The teachers do not require rules to be committed to memory at first, and then all mental operations to be performed in blind obedience to the rule, but they require the rule, or general principle, to be derived from an observation which the pupil is led to make for himself.

In the study of language the pupil is led to the principles of construction by a study of construction he has himself been led by his teacher to make, and language is in no case to be used by the pupil until he possesses the ideas and thought which the language expresses. The teacher of geometry first teaches by object-lessons the principles upon which geometrical reasoning depends; then the pupil is led to the solution of problems by means of his own reasoning, in which he himself makes an application of the principles he himself has learned. The pupil is trained to observe by observing, to reason by reasoning, and to do by doing. In the principal Ger-

man schools I visited, the teachers have for the primary objects of their thoughts, as they teach the wants of the human mind. The German mind is naturally metaphysical. There is, accordingly, in all plans of German education, a thorough classification of objects of study. The schools are graded, are related to one another in accordance with the plans of study. In Bavaria, Saxony and Prussia there are schools called Volks schools or people's schools, in which the common branches of learning are taught, and which all the German youth are required by law to attend, from the age of 7 to 10 years in some States, and from 6 to 13 years in others.

The law is popular with all classes and is rigidly enforced. The common people, as well as the upper classes, all give a cordial support to the common school. At 8 o'clock in the morning the streets of the city are filled with pupils of the primary schools and students of the higher grades, each with his satchel of books tied to his back, marching cheerfully to his appointed place for study. After 8 o'clock no children of school age are to be found away from their classes. Each parish of a town must have at least one primary or elementary school, and most towns, in addition to these elementary schools, have at least one upper or burgher school, as it is called.

The German children at school all appear neatly dressed, and, what I am sorry to say is not always true in my own country, these children are trained to good manners. When a stranger enters a school room, the children all rise and remain standing until the stranger is seated, or until they are invited to be seated; and when the visitor leaves, the children all rise and remain standing until he has closed the door behind him. This practice is observed in all the grades of schools, from the first primary up to the senior class in the university.

If a parent is not able to clothe his child properly for school, then he is clothed at the public expense. The children of the rich are found sitting on the same seat with those of the poor, and the nobles do not hesitate to allow their children to receive their elementary training in the same classes in which the children of the humble are trained, and the boy who has the most brains and explains his lessons best, is the best fellow while his young school days last, whatever distinctions may be made in after life. After leaving the common school the German youth can enter upon the duties of active life or they may enter the trade school, where they remain three years, and prepare for the various trades they may choose to follow.

Then he can follow his trade, or he can enter the industrial school and in two years graduate an architect, an engineer, a chemist, etc., or, if he wishes, he can pass from the industrial school to the polytechnic school, and prepare to take a high position in the mechanical arts. The student may leave the common schools also and enter the gymnasium, where Latin, Greek, mathematics, rhetoric, history and chemistry are taught. From the gymnasium the student can take up the study of a profession, or he can go thence to a university, where he can fit himself to take the highest position in any profession he chooses, and where he can know all the subjects of his study as sciences.

In the gymnasium the students are required to study and recite thirty-two hours per week, and before graduating to pass over a course of study which requires nine years to complete. The German teachers, as a class, are better prepared for their work than the teachers of any other country. They are encouraged to fit themselves for a high excellence in their profession by the preference which is always given to teachers who have a professional training, and by the honour which is everywhere accorded to teaching as a profession. In Germany the boys are always educated apart from the girls, and a male teacher is always placed over a class of boys and usually a female teacher over a class of girls. In the graded schools of the cities the teacher continues over the same class from the time it enters the schools until its graduation. This plan requires every teacher to be qualified to teach all the topics found in the whole course of study. Teachers of one State are encouraged by the government to visit the schools of other States, so that any improvement made in the schools of one section may be rapidly introduced into the other sections. Teachers are also encouraged to hold conventions for mutual improvement.—*Dresden Correspondence of the Springfield Republican.*

2. SUPERANNUATED TEACHERS' FUND.

The following remarks on this subject were read by the late Mr. George Elmslie, at a recent meeting of the Teachers' County Association, at Elora. He sent them for insertion in this *Journal*, but, as will be seen by a notice on page 169, he was suddenly called away before they were published. Of his merits in this matter, A. Dingwall Fordyce, Esq., Local Superintendent of the County, thus writes:—"Mr. Elmslie's advocacy of this matter was certainly