

without it. And yet this interest must not be artificially produced; it must root itself in the subjects studied. The demand Herbart makes for interest as a requisite to apperception may seem severe, but it is easier, after all, to create interest in the pupil than to do much for him without it. Nearly all difficulties in instruction seemed to Herbart surmountable by skill, patience and effort.

CHOICE AND SUCCESSION OF SUBJECT-MATTER.—The chief aim of education is not to impart knowledge, but to develop power. The selection of the matter of instruction and its arrangement must be determined by the subjective needs of the pupil, rather than by the supposed objective value of the knowledge. "Only that should be subject-matter of instruction which is able to awaken and chain the interest of scholars." If subjects are properly chosen, arranged and taught, "interest will arise spontaneously, continue through school life, and inspire as a vital power in after life."

Herbart assigns a leading place in

the course of study to literature, or rather history-literature. It was a favorite idea with him, as it was with Goethe, Pestalozzi, and others, that each individual's life must pass through epochs analogous to those through which the life of the race has passed. The literature that comes nearest to the child's circle of thought, and is at the same time best adapted to form his mind, is that which arose in the childhood of nations, such as the stories from Homer, especially in the *Odyssey*. The disciples of Herbart in Germany to-day generally use "Grimm's Tales" in the first school year, "Robinson Crusoe" in the second, "Old Testament Patriarchs" in the third, the Judges and Kings in the fourth, Life of Christ in the fifth and sixth, Apostle Paul in the seventh, and Luther in the eighth. Herbart would follow the development of human history in the study of literature, and would connect the other branches of instruction as far as possible with this.—*The Journal of Education*.

A WATCH SCHOOL.

IN Geneva, Switzerland, there is a most interesting school, unlike any which exists anywhere else in the world. It is known as L'Ecole Municipale d'Horlogerie. As you know the most reliable watch and most valuable watch is known as the Swiss watch. It is not surprising that the Swiss watch should be the best watch in the world, for the Swiss have been making watches for fifteen hundred years. The boys enter this school when about fourteen years of age, and pay five francs a month for their instruction, if they are natives, and a little more if they are foreigners. They also pay for all the material they

use in this school. It takes five years to complete the course, and at the end of it the boy has made and owns twelve watches. What his certificate shall be depends on the exactness of his watches, which are placed in the observatory and due note made of any variation produced by change of temperature or change of position. If the watches stand the necessary test, a certificate is given to the maker and owner. When the boy enters the first class of this school, he begins by making the utensils required in the manufacture of a watch, even the wooden handles. His next step is the making of a model of a watch in