

tory evidence of his financial ability to defray the expenses that accrue during the seminary course. He must also pass an examination in arithmetic, geography, history of Germany, elements of natural philosophy, drawing, penmanship, reading, grammar and composition, religion and music.

The course of instruction at the seminary covers three years. The acquirement and proper comprehension of the needed knowledge is aimed at, and an effort to develop the ability to apply principles and an expertness to teach and manage classes is made prominent.

The branches taught at the seminary are:—1. Religious doctrine and Bible history. 2. Pedagogics. 3. German language—grammar, composition and rhetoric, reading and literature. 4. Mathematics—arithmetic, algebra, and geometry. 5. History—German and general. 6. Geography. 7. Natural philosophy, the aim in this branch being to acquaint the student with the three kingdoms of nature, and to enable him to make free use of his knowledge of nature by object lessons in his school. 8. Penmanship. 9. Drawing. 10. "Turnen" (gymnastics). 11. Music—theory of music, vocal, piano, organ, and violin. 12. Instruction in the language of the deaf and dumb. 13. Fruit-tree culture.

After the completion of the course at the seminary, the young candidate must serve two years as assistant teacher in a public school under the supervision of an experienced teacher recommended by the higher school authorities. During these two years, the candidate's fitness for the teacher's profession will be determined. At the end of the two years, he must pass the final examination, and he is then raised to the office of schoolmaster, and receives a "definitive appointment" from the "Kreis Schul-Commission."

He is now a young schoolmaster, with a position for life, and a salary that will never be reduced, but rather increased from year to year in proportion as he raises himself into the higher grades of the profession. The village in which he teaches furnishes him a home free of rent. He is now a fit hero for one of Auerbach's novels. Nothing has a greater influence upon a young man like our young schoolmaster, to fill his heart with warm and generous emotions, than the thought that he has found his life-work, and that he has a spot of earth which he can call "home," wherein he can quietly rest from the labors of the day, and renew himself in body and spirit for better work for the morrow. By the next spring, when the stork has come back again, and the nightingale sings her evening song near her new nest in the hedgerow, Auerbach finds our young schoolmaster guilty of strolling in the moonlight with the Burgomaster's or some other magnate's daughter, and in the next chapter you can hear the church bells ring, and see the entire village flock to the church to witness the marriage ceremony.

This brief romance cannot well be omitted in following the life of a German schoolmaster, as it comes, with a stereotyped accuracy and irresistible certainty, at a particular period of his existence.

The salary of the schoolmaster depends upon the position which he occupies, ranging generally from 1,000 to 3,600 marks. There are inducements all through his professional life, by effort and study, to advance into higher positions and at last end with headmaster. But an examination is necessary for every promotion. As it is among men the world over, you will find two classes among the German schoolmasters; one the moving, active, progressive class, and another the immovables, the stagnants, who are like gateposts, never moving from their place. The latter class I found universally addicted to long pipes and large beer mugs. One must keep to the progressive class to bring back inspiring reminiscences. They are the ornaments of the profession. Their names are found on the programmes of "Lehrervereine," the teachers' associations and teachers' meetings of different provinces and districts.

After a continuous and faithful service of ten years, a small yearly pension is added to his salary. Should he become disabled through sickness or old age, the pension is reasonably enlarged to afford him a quiet and comfortable, though not ostentatious living. If the schoolmaster dies leaving a family, his widow is pensioned and all his children under the age of twelve years. The German Government is wise in thus recognizing the schoolmaster as one of her servants, and in point of importance and usefulness giving him at least an equal place with the soldier. Like the soldier, when duty demands it, he lays down his life in his calling with loyalty to his fatherland. By this wise provision of the Government, the schoolmaster can well remain faithful to his vocation to the end. In his old age the almshouse does not stare him in the face as it would many of us, did we not turn aside in after years and engage in other work which does not leave us dependent upon the capricious and uncertain decisions of a Board of Education.

The German schoolmaster is less nervous and acts more deliberately than the American teacher. He is master of his situation in more senses than one. He acknowledges no other authority than that of his Government, to whom only he is responsible for his conduct. He teaches thirty hours in the six days of the week, for ten months of the year. In the summer he makes pleasant excursions in the beautiful German forests with his pupils, to whom he is a life-long guide and father. The following incident beautifully illustrates the love and faith the German children bear to a kind teacher. One day while walking in Darmstadt with a venerable old man, the head-master of the girls' school of the city, we met a young girl with a basket on her arm on her way to market. As soon as she saw us, she crossed to meet us, her fresh round face covered with a pleasant smile. The old man put out his hand, she eagerly grasped it, and with tears starting to her eyes she exclaimed:—"My dear teacher, I am so glad to meet you. I came this way yesterday, but did not see you. I have a new place, and the people are very kind to me." "I am very glad for this," replied the old schoolmaster, "do your work well, my child, be a good girl, be pious, and the dear God will not forget you." With these words he dismissed her. He then said to me, "She was one of my pupils. She graduated last Easter day. Her parents are dead, and so she looks to her teacher for guidance and advice. She went recently to a new place to work, and she was very anxious that I should know about it."

His vacation in the summer the schoolmaster spends in a trip to the Alps or other places of romantic scenery. His physical build shows that his disposition turns to the sunny side of life, and that he gets at least part value of enjoyment out of life. The cares and perplexities of his profession do not bear down upon him in spasmodic visitations, but are diffused and borne calmly through a long and happy life.—*National Teacher*.

ERRATA.—In the article "Professional Training of High School Teachers," in the October JOURNAL, the following errors were overlooked in the proof-reading:—

Page 211, for "Formal School" read "Normal School," "skilled requirements" read "skilled acquirements." Page 212, for "insufficient persons" read "inefficient persons," "this work" read "their work." Page 213, for "fit thousands" read "fit themselves," "admirably characteristic" read "admittedly characteristic." Page 214, for "County Model School" read "County Model Schools."

Col. Parker's Talks on Teaching will be reprinted in coming numbers of the Canada School Journal.