

sive schools being linked together is, that the pupils of both agricultural and industrial pursuits get acquainted with each other at the high school, and thereby is avoided that jealous feeling which unhappily exists in general between the agriculturist and the mechanic.

There is a gymnastic ground attached to each school. Singing forms also a part of the national education, and particular attention is paid to free-hand, lineal, and geometric drawing.

In Germany the government always tries to keep up a spirit of emulation, by getting novelties in the ways of teaching into their schools, which prevents them from remaining the least in the background. For this purpose they have, in addition to their home inspectors of schools, a travelling inspector of schools, who visits all the educational establishments in foreign countries, and reports, not only on any new method of education, new school-books, &c., but also new methods of diagrams, explanatory mechanical apparatus, &c. The advantage of this plan is too self-evident to need any further explanation.

As a great part of the plan of education in Germany was derived from one source, I will briefly explain to you the rise and progress of one of their largest and oldest establishments, and show what the energy of one man can do when well applied. It is the Orphan School in Halle.

*The Orphan School in Halle.*—This institution was established by August Herman Franke, from 1694 to 1721, at which period it was the custom of the poorer classes to congregate near the houses of the rich to receive food, &c. Franke also, as clergyman of the town of Glaucha, gave his bread to them; but he took the opportunity, at the same time, to try to give them instruction. He allowed also the parents and the children to enter his house, and he asked questions of the children relating to their catechism, and allowed the parents to listen; kept them a quarter of an hour, and finished with a prayer, and then gave them food. This took place every Thursday. The ignorance he found was astounding, and he hardly knew in what manner he should begin to ameliorate it. He began by giving money to the children for their schooling; but that did not answer, as he found that the money was sometimes spent for other purposes, and if applied for schooling, that they still gained but little instruction. He then bought a begging-box, and put it in the hands of some well-thinking students, and that produced about 1s. 6d. per week. In the year 1695 he placed a similar box in his room, with an appropriate inscription under it. It had this good effect, that a Madame C. S. Knorin left about 13s. 6d. in the box. When Franke saw that sum, he said: "From this I will establish a poor-school." I will not follow up in detail all the progress he had made, step by step, in his laudable exertions, but will merely state that in twenty-seven years, viz. in 1721, he not only founded his poor school, but also founded the following institutions:

1. An Orphan Asylum, to which belonged 55 boys; in a Gymnasium, or Latin school, for professions, 45 ditto; in Gewerbe, an industrial school for artisans, 25 girls. With 17 teachers. This was a free school.
2. Seeing the necessity for a particular and separate education for teachers in schools, he established what is here called a normal or training school. Both their education and board was free. He had 75 scholars.
3. An extra free table or dinner, partly for very poor scholars, and partly for such as later in life might become teachers. He fed 64 persons daily.
4. Eight school-classes. The Latin school had, besides the 55 orphans before mentioned, 103 scholars. In the other German school, a boys' and girls' school, besides the 70 orphans, he had 418 scholars out of the town, and he had altogether, besides the inspectors, 67 teachers.
5. The Royal Pädagogium, for boys of the middle and higher classes. He had 70 scholars, 12 upper teachers, and 5 under ones.
6. A book and publishing trade, in which was employed one principal, one servant, and one apprentice.
7. A chemical laboratory, with a book-keeper, 4 laboratory assistants, 2 journeymen, and 2 apprentices.
8. A widow's asylum for 4 widows.
9. Also an asylum for the poor of his parish (Glaucha), and for travelling beggars.
10. The Gynæceum, or female seminary.

Herman Franke died in 1727, in his 65th year.

At the time of my visit to this institution, then under the direction of Dr. Kramer, there were 3140 students.

The renowned Rauhenhaus, or reformatory school, at Horn, near Hamburg, owed its existence to similar circumstances as the latter. It was established in 1832-1833.

It was first started by a society called the *Männliche Besuchs Verein*, a society still existing, whose object was to seek out persons and families in distress, and afford them relief. The idea struck

them of the necessity of a reformatory school for juvenile offenders, but as this society was composed of persons with very small pecuniary means, the difficulty was to procure the necessary funds to establish it. Shortly after they had met together and started this subject among themselves, a person, almost a stranger, entered into the office of one of the associates of this society, and said he wished to place in his hands a sum of about 15l. (100 thalers) for charitable purposes, but that he was desirous that it should be employed in the forming of some religious institution for the benefit of mankind. The associate was astounded, as it seemed that a kind providence had sent this sum on purpose to forward their good work. They then thought of making their plan public, and for that purpose laid their scheme before a man well known for his zeal in all matters relating to the poor of Hamburg. He published the receipt of the above sum, and the name of the *Rettings Haus*, or Reformatory School, was for the first time published.

A citizen of Hamburg died, and amongst many other legacies, left about 1060l. (17,500 marks) to forward this new institution. The society then thought of hiring a house to start their plan, and an article in a country journal (*Bergdorfer Boten*) gained many subscriptions: one lady sent about 6l. (100 marks); a servant-girl and a shoemaker's apprentice sent all their savings. Dr. Wiegern, the present director, of the establishment, called on the late Syndicus Lieveking to ask his advice on the subject, and he gave to the society an acre of land in Horn on which to form their school, and a house which from time immemorial had been called the "*Rauhe Haus*," thus is derived the name of the institution. Dr. Wiegern and his mother entered upon the premises in 1833, and directly received their first three boys. At the end of the first year they had twenty boys. Their plan is to put no perceptible restraint upon the boys, and no locks and keys are allowed. Each twelve form what they call a family. Each began to learn a trade. They built their own houses, made their furniture, clothes, &c. The establishment so increased by good management that in 1853 they had 20 houses, 41 acres of land, 26 acres of which was their own freehold. Each family is governed by a so-called brother, representing the elder brother of a family. They are all young men of exemplary character, and all get good situations. Out of 158 that have been educated there, 113 have been well placed. Taking the average of 200 children, the boys take a little more than four years to reclaim them; the girls five years and a half. And the result of the amendment is as follows: 200 placed in situations—23, viz. 17 boys and 6 girls, irreclaimable; 22, viz. 11 boys and 11 girls, served badly; 10, viz. 9 boys and 1 girl, were tolerable; and 145, viz. 124 boys and 21 girls, turned out good. There are about 24 of these establishments in Germany.—*Nat. Soc. Monthly Paper*.

## 2. A RAGGED SCHOOL IN CAIRO.

"Teacher! Zanuba is beating me." "Teacher! Sittaty is pinching my arm." "Oh, teacher, Fatmeh pushed me down; pray beat her." "I cannot get an alphabet; they have taken mine away." "Hear my spelling, teacher; I can say it very nicely." "No don't hear her, teacher; hear me first." "Look at Adeela, teacher; she is striking my sister: I will not have my sister struck." "She tore the book, and ought to be beaten." "Oh, teacher, do something to my finger; it is so bad! Then, when, one after another, all had been attended to, a fit of joy succeeded the fit of quarrelling, and two or three would fling down the cards and exclaim, "I am so glad you are come again! I love you much!" "Then show me your love by being good and quiet," was the reply. "I must have order." "Yes, yes; order, order!" echoes a lively officious little lass of ten or eleven, snatching up a ruler and laying about her vigorously, crying, "Order, order, you children! stand in order!" When the stick is taken from her, and the little ones she has tapped so violently as to make them cry are pacified, another trouble begins—the idle ones fancy they are hungry, and out of some pocket in their ragged garments come a green onion, a piece of sticky date-paste, a pickled turnip, or a bit of sugar-cane, which have to be confiscated till "recess," as are apples and lollipops in our English schools; and with some difficulty the disorderly crew are induced to wait till the muezzin has announced from the neighbouring mosque that it is the hour of noon.—*Miss Whately's "More about Ragged Life in Egypt."*

## IV. Papers on Practical Education.

### 1. SEVEN RULES FOR TEACHING.

1. Never attempt to teach what you do not perfectly understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information unless you call for it again.
4. Never use a hard word when an easy one will answer.