

repaired without delay—"a stitch in time saves nine." Notices and time-tables should be re-written as soon as they are injured or dirty; and damaged charts and pictures should be replaced. It is desirable that chalk and dusters should be kept in boxes provided for the purpose, instead of being placed on window-sills or other ledges.

In some schools children are tacitly permitted to cut their names in the desks, and to make chalk and pencil marks on the walls. Such destructive and mischievous practices ought to be put down with a strong hand. School apparatus should be held as sacred as household furniture; and training of this kind is peculiarly valuable apart from its influence in the class-room. Those of us who are in the habit of visiting dismantled edifices, castles, churches, and buildings with which important events are associated, are intensely annoyed at the damage done by thoughtless people, many of whom probably acquired a love for cutting and carving initials on these buildings from school habits; and there is little doubt that interesting places have been closed to the public from this vandalism of ours.

The embellishment of the school-room finds no place in the thoughts of many teachers. Even some who insist on scrupulous cleanliness will not attempt anything further. We think that in all cases maps ought to adorn the walls, for they serve a twofold purpose: they diminish the bareness of the school-room, and an acquaintance with the contour of continents and the topography of countries is most unconsciously acquired. If the maps were fixed on rollers like window-blinds, they could be easily rolled up at the close of each day and whenever the school is being swept.

Besides maps, we would add diagrams to illustrate lessons in natural philosophy, pictures of animals, trees, plants, and fruits, well-drawn representations of the homes and customs of foreign countries, sheets of ornamental penmanship, and an illuminated copy of the Lord's Prayer. A set, to illustrate the manners and customs of the Israelites, is published by the Religious Tract Society, and the brightness of their colouring renders them peculiarly attractive. Excellent pictures are also published by the Christian Knowledge Society. By covering the diagrams and pictures with a pure varnish, they will last for years and will be readily cleaned. In all schools where figure or map drawing and illuminating are taught, some of the best specimens should adorn the walls; and if it were esteemed an honour, the cleverest pupils would present some of their productions. When soiled, others should be substituted.*

We have often thought that a series of cheap, well-executed portraits of eminent men, placed in inexpensive frames, ought to grace our school walls; and we should be glad to find them generally in use. Even fern cases and aquariums would not be out of place. To a popular school, where the teacher took a pride in making it attractive, many gifts, we feel sure, would be presented by those who appreciated his efforts to improve the taste of his pupils.

The playground should be covered with gravel or asphalt, and wherever large enough it should be edged with flower-beds. These could be easily kept in order by the master and some of the senior pupils. The cost would be trifling, for seeds and flowers sufficient to make a beautiful display would be presented by the parents. Evergreens should be interspersed, as they would make the border look comely even in winter. None but those to whom the master granted the privilege should be allowed to touch the flowers, and this restriction would be a healthy educational influence.

What a contrast to this picture is presented by some school-rooms which we have in mind! There may be seen dirty floors, desolate-looking walls, damaged apparatus, tattered maps, broken panes—everything to repel, nothing to attract. However much knowledge is imparted in such schools, they reflect discredit both on teachers and committees, for they are insensibly developing habits which will frustrate no small part of the benefits resulting from intellectual instruction, and will be inimical to the happiness of all who are brought under their sway.—*English Educational Record.*

III. Education in various Countries.

1. GERMAN METHODS OF EDUCATION.

The Germans have great reputation as scholars all the world over, and Germany is, in some sort, the Athens of modern times. Of a German education we are all accustomed to speak, and speak with praise, but less is known of its kind and character as compared with our own systems, than is creditable to our people. The New

* All these pictures, diagrams, and illustrations, can be procured at the Educational Depository, Toronto.

York *Christian Advocate* has an interesting letter, giving a glimpse of German methods of education, from which we make the following extracts:

THE PRIMARY SCHOOLS.

"Academic education may be said to be a capital fact in German life. The Prussian system is, perhaps, the most perfect in the world, and nearly all the German States have modeled theirs from it. Even the French system, so far at least as elementary instruction is concerned, was copied from it by Guizot, after the official report of Cousin. It is compulsory; for every child must, under legal penalties, go to school from his seventh to his fourteenth year.

"Its primary training, if not so broad as ours, is more thorough. And yet it is the testimony of Horace Mann and other good judges, who have locally studied it, that it has not the same practical results in the subsequent lives of the population that ours has. This fact is, however, readily explained. The traditional customs, and also the laws affecting the common people, keep them down in spite of the germinal intelligence, and the aspirations which their early education gives them. The children study with avidity, and learn easily. They can be seen in troops, little chubby urchins, with knapsacks on their backs containing their books and slates, thronging the streets toward their schools as early as seven o'clock in the morning. Men thus equipped, and thus hastening along, would give the impression that the city was invaded. But no sooner do these eager little students get through the prescribed period of their school life than they must take to the vineyards, or crafts of their fathers, and work to the utmost to obtain a living. In these positions of drudgery they are fixed, as by fate, unless they can make their way in the emigrant steerage to America. Wages are so low, and the social castes of European life so rigid, that the lower classes can have little hope of ever rising above their hereditary condition. Nevertheless they are a better people for what education they get. Books are cheap, and the great authors, Schiller, Goethe, etc., especially the former, are familiar and dear, even in the lowliest household. They have learned music, and that is an acquisition which a German never loses. You hear melodies in the cottages, the fields, and along the highways, which might be applauded in a New York concert.

THE GYMNASIUM.

"The gymnasium of Germany is the next gradation in system. It answers to the American college, with perhaps a less varied but yet a more thorough curriculum and better results. We talk boastfully of our many colleges and universities, but there is hardly one of the latter, certainly not more than four in the whole United States, which Germany would admit to the title, and all our colleges would rank there as gymnasia, most of them as quite inferior examples. Yet in most every considerable community of Germany the gymnasium is found. The complaint of too many colleges in America is, therefore, false, if we only would give them their right title, and really aim at as complete an educational provision as Germany has to day.

THE UNIVERSITIES.

"The university is the great educational power of the country. Its courses of instruction proceeds on the assumption that its students are men, and have, in the sense of the American college, 'graduated,' for their preparatory studies have already filled up nine years. Many of them are, however, as young as our ordinary freshmen. They are nevertheless thrown on their own manhood. They live where and how they please, the university having no boarding 'commons' or dormitories. They have no recitations, but only hear lectures, usually with pen in hand taking notes. They elect their own course, attending what lectures they please, absenting themselves when they please, and have no amenability for idleness or negligence, save to the periodical examinations, which are severe and decisive. The German universities are what their title implies; comprehensive of all professional education. Having passed through our college curriculum—classics, mathematics, etc.—in their gymnasia, the German students enter the university, still, indeed, to study the classics, mathematics, etc., but only in their higher forms of critical learning, by dissertations or studies from men, each of whom makes his department a 'specialty,' and brings the latest results of inquiry to its illustration, giving it, meanwhile, as far as possible, a 'professional' direction.

Being Government institutions, these universities are efficiently manned and endowed. Take, for example, the ancient University of Heidelberg: There is hardly a department of it that is not more numerously manned than the entire faculty of any of our American universities, so called, if you include its professors "ordinary" or "extraordinary," and its "*privat doctenten*." The "law faculty" comprises fifteen, the medical faculty twenty-two, the theological faculty eight, the faculty of philosophy fifty-five! This faculty of philosophy is a truly Germanic affair; besides speculative philoso-