

an eye to the foundations that they would build upon. They should be qualified to teach that the science of all sciences is the science of human life. That, in connection with the branches now taught, would entitle them to the gratitude of all mankind, and they might then, in the fullest sense of the word, be called the greatest benefactors of their race.

2. EDUCATION A PROGRESSIVE WORK.

Everything in nature comes forth frail and weak, it goes onward gaining strength at every step until it arrives at completeness, when it gradually, but with quick steps, fades and dies. Although this is true of all natural substances, it is not so with regard to the mind of man; we frequently speak of second childhood, our great dramatist says that the last age of man is imbecility, but he pictures what is rather than what *may* be; the mind may still go on with vigor, until, the body, becoming too frail any longer to buffet with the cares and roughness of the world, returns to its kindred dust when the mind soars away to the spirit land, to contemplate in reality the mighty scenes and subjects it had conceived a faint idea of here.

The mind then is the only thing which progresses without stop until it arrive at perfection in the presence of Him who breathed into man the breath of life, so that he became a living soul. If such is the case, then must education, which is the training of the mind throughout the whole course of our life, be a peculiarly progressive work. It is a too common error that education is commenced and finished at school, it commences in the cradle and is not completed this side of the grave.

All who are engaged in the training of the young, whether it be in the mother's arms, in the family cradle, or in the public school room, should bear this fact in memory, should make all their training subservient thereto. If mothers would implant in the breasts of their children, love for God, veneration for the aged, obedience and truthfulness; if fathers would inculcate energy, perseverance, industry, and love of order, their progress would be sure until they entered school ready to receive instruction at the hands of their teacher, who, if he would rear the tender mind, must be fully alive to the fact that he is but training that which already exists, that he has a living mind not only to instruct but to educate; he should therefore commence from the first lesson and carefully exercise the perceptive faculties, preparatory to appealing to the reason. The minds of young children rapidly take in anything they see, that which appeals to the sense is eagerly snapped up, and may be made quite comprehensible to them; to this end short, simple object lessons should be given, which may be rendered somewhat more difficult, may be made to call for more thought as they advance, but the perceptive faculties must be fully exercised ere the reflective or reasoning powers are called out to any extent. If the teacher would make the education of his scholar what it really is, a progressive work, he must ever be careful to make one study but a stepping-stone to another, to so exercise the mind that it shall be continually gaining strength, and thus able to engage in fresh studies which call for more thought and more active reasoning. He should lead his scholar on by easy gradations that they feel they are gradually progressing, and without any extraordinary effort are surely advancing with certain steps to the temple of knowledge, the road to which will thus appear to them to be far less rough and laborous, far more pleasant than it is generally said to be.

To what extent the mind may be educated it is impossible to say, but certain it is, that it may be permanently and seriously injured by injudicious teachings by attempting to force upon it that which it is not prepared to receive, as the ground must be ploughed and cultivated in order that it shall be fit to receive seed, so must the mind be carefully prepared for any study before it can be successfully engaged in. Perhaps one of the greatest errors in teaching is to push the scholar forward into studies they are unprepared for, unable to understand, and which consequently become a mere drudgery hateful to the learner, tedious and uninteresting to the teacher; but if the mind be carefully trained and judiciously educated nothing will give greater pleasure to the teacher than to watch the steady progress made by his scholars.

But it is not only in the school room, not only by the teacher (although he must lay the foundation, must strenuously and vigorously impress the fact upon the minds of the scholars) that the progressive nature of education must be borne in mind and acted upon. It is greatly to be deplored that many, very many, leave school thinking their education is completed, that they no longer need text books, no longer have any necessity for pursuing their studies; so far from such being the case their study at school is but the foundation upon which they, while engaged in the active duties of life, must erect the superstructure, the teacher's work is generally the preparing of the ground, making it ready to receive the seed, the fruit of which will be reaped in the future, but though

the ground may have been ever so carefully and thoroughly prepared it requires constant care and attention, together with judicious strengthening, that the fruit may be of such a nature as will enable us to fulfil the duties that have been assigned us by the great Creator. It is the duty of all to lose no opportunity of improving the mind, of adding to its strength and store of knowledge; if all whether in the school room, in the office, store, or on the farm, would recognize the truly progressive nature of education, would recognize and act upon the fact that the mind is capable of increasing in power, of acquiring fresh additions to its stores of learning so long as it animates the body, then would man be more prosperous and happy, then would man more fully show forth the glory of Him in whose image he is made, for education is the handmaid of true religion, and it enables us more fully and truly to comprehend the might, majesty and power, the love, mercy and justice of the Almighty, for it opens to us boundless regions of thought in which the mind may contemplate, though faintly and indistinctly, that mighty power which could create universe upon universe, and that boundless love which prompted Him to give His only begotten Son that man, sinful man, might not receive the eternal punishment he so justly merited.

L. E., Esquising, C.W.*

III. Papers on Education in other Countries.

THE EDUCATIONAL SYSTEM IN GERMANY, AND ITS ADVANTAGES.

BY CAPTAIN BOSCAWEN IBBOTSON, F.R.S.

(Concluded.)

The progressive classes of schools in Germany are as follows:

1st. *Krippe* or *Klein kinder anstalten* institutions for the reception of infants.

2d. "*Elementary Schools*," from which they branch out to either the

(A) *Gymnasium*, or Latin school, and from thence to the university for the learned professions;

(B) Or to the *High School*, and from that to either of the following classes or schools:

(a) *Fach Schule*, or an industrial or mechanical and physical school for artisans, &c.;

(b) Or to the *normal* or *teachers'* schools;

(c) Or to the *Polytechnische Schule*, which is in fact in some places, as, for example, in Berlin, called a *Gewerbe*, or industrial school; but this term *gewerbe* varies, as the *Gewerbe School* of Carlsruhe is in fact a journeyman and apprentice school (*Fortbildungs Anstalt*.)

The general opinion in Germany is, that the infant's education is one of the principal points to be seen after; therefore the infant-schools are particularly attended to. Their regulations are various; some are free, and supported by voluntary contributions; to others the parents pay a small sum for their maintenance, according to their means. In some places, as at Dresden, babies are admitted of a few months old; in others they are admitted from three years of age to six. This appears to be the general system. In some towns, as in Munich, for example, they are not allowed to have any instruction, the supposition being that early instruction weakens the intellect. In other towns—as, for example, Augsburg—I have seen a child six years of age make a very tolerable pencil-drawing, and also show a proficiency in reading and spelling. Their childish amusements are always instructive, accompanied with cheerful singing, with which they take great pains. Every thing is done to please them. The system throughout seems to be to make school a pleasure to them from their earliest infancy, and to make it a grief to them to leave it.

Prof. W. Eisenlohr, who was the first to introduce *Gewerbe* or industrial schools into Mannheim, told me that at first he had some difficulty to get the children to attend; but after two or three years, by giving prizes and ensuring them employment if deserving, the pupils became so numerous, that the state was obliged to buy the schools, and establish them on a large scale.

In some places they have "*Fortbildungs Anstalten*," or schools always warm in winter, for workmen, journeymen, and apprentices to enter when their leisure will allow them. The *Handwerk Schule* of Hanover is one of this sort.

In some parts of Germany, particularly in Bavaria, they have practical agricultural schools, forming a part of the polytechnic and industrial schools, and under government. The best is at Hohenheim, near Munich. It is in a royal castle, with plenty of land, and admirably conducted. One great advantage of these progres-

* Another paper by "L. E." will be given in our next No.—Ed. J. E.