

ever, cannot but be of benefit to any one interested in education, and especially is this the case with regard to the German system to which we in Ontario owe so much. I purpose limiting myself, in what I have to say at present, to the primary schools of Germany or rather of Prussia. Germany, as an Empire, has no common system of schools just as Canada, as a Dominion, has no such system, but each state has its own system. These differ from one another in some minor points but in the main they are very much alike, and if we understand the system of Prussia we shall have a fairly clear idea of those of the other states.

Education in Prussia was, to a great extent, an outcome of the Reformation, but its progress was very slow until the time of Frederick the Great. With him began in 1763 a system of compulsory education which was intended to overcome the prevailing ignorance and to make better subjects. This system was neither denominational nor undenominational as the teacher was required to give religious instruction according to the teaching and doctrine of his church. In 1872 the schools were reorganized and made wholly independent of the church. This of course gave rise to attacks by the clergy, which were ineffectual until about the year 1884 when the church began to gain influence and this gradually increased until in 1892 it was almost paramount.

Every primary school is supervised by the parish, which elects the school-board. The most important personage, however, is the inspector who is nominated by the district government. Above the latter is a council of three which with several similar councils, constitutes the advisers of the Minister of Instruction who is a member of the government and is at the head of the school system.

The three features which, it is thought, have contributed more than anything else towards the success of the German school system are :

1. All teachers must be professionally trained and therefore have professional standing.

2. They must receive permanent appointments.

3. Children of lawful school age must attend school every day of the year that it is in session, the parents generally being held accountable for such attendance.

Regarding the first of these, little need be said. No person, no matter how great his or her abilities as a teacher may be, can afford to dispense with professional training. With regard to the second of these features, we are, I think, behind the Germans. Teachers receive definite appointments and are sure of their pay. Moreover, the salary is fixed by the government and by this means the disgraceful underbidding, so common at present in Ontario, is prevented and merit is made the basis of competition. The regulations regarding compulsory attendance are very stringent and it is a very difficult matter for a child to escape being punished for any infringement of them. The lawful school age is from six to fourteen years and dispensation is granted only to those under twelve years of age, such dispensation being allowed only when really necessary, as in cases of sickness, and for a period of not more than four weeks. Unruly children are sent to reformatories or to houses of correction. Parents, as was stated above, are generally held accountable for their children's attendance, and are punished with fines or even imprisonment for neglect of their duty in this respect.

We generally look upon Germany as the home of the Kindergarten system of instruction, yet the Minister of Education has pointed out in his work entitled "The Schools of England and Germany," the fact that the underlying principles of that system are followed more closely in Ontario than in either of those countries. Kindergarten schools in Germany are private and not public