

my very awful tones it really made an impression, and nothing more was heard of her or them during the day.

"Just after school closed Rosa reminded me that I had accepted her mother's invitation to tea that evening, and as I am always glad to vary the monotony of boarding house life by neighborly visits I went home with her. Rosa seemed rather more subdued than usual, and I congratulated myself on achieving a real influence for good over the child.

"The Blanks are, as you know, old fashioned people, uncultivated and kind. Their table was spread with cheese, honey, potted head, pickles, mince pie, jam, and three kinds of cake. In the midst of such unaccustomed profusion even the sternest pedagogue must re-

lax, and I was enjoying myself in very elemental style when Mrs. Blank, who was descending upon the peculiarities of her children, casually remarked:

'My Rosy and Jimmy are the terriblest young ones for gettin' their books mixed. He's allus goin' off to school with her, while she carries hisn.'

"Rosa stole a conscious uncomfortable glance at me, and the ginger in the hot molasses cake seemed to burn in my cheeks all the evening. How mean I felt. I was eating the bread of people who belonged to the class that I had publicly denounced as ignorant and vulgar, and I found it hard to meet my little pupil's eyes. This morning Rosa inadvertently said 'theirn' once or twice, and I didn't dare to correct her.

### SOME FOREIGN EDUCATIONAL IDEAS.

Fabian Ware, M.A.

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In Germany—which unfortunately took no part in the educational exhibitions last year at Paris—we have a system so different from that of France that we are immediately forced to the conclusion that the popular ideals which have produced it, if they have been allowed free play, must have proceeded from a very different view of life and its duties. The present system of Germany may be said to date from the humiliation of Prussia beneath the iron heel of Napoleon. Prussia's statesmen were quick to perceive that national regeneration in the face of external opposition could only be achieved through the strengthening of internal forces. This was the work of education.

Now France also, after the disasters of 1870, saw the part which must be played by education in the work of national reconstruction; but Prussia had this advantage of sixty years earlier, that to all intents and purposes she was able to commence organizing on a tabula rasa. We may regard the entire existing German system as the result of a national sentiment which has increased in strength and volume throughout the victorious march of the last ninety years. Now, whatever may be said against nationalism and its giant offspring Imperialism—but, perhaps, at the present moment I had better not force the latter into the discussion: nationalism, if it mean a solemn and