

expect that there is an equally systematic course of instruction prescribed for Normal Colleges. There are no pupil-teachers in Germany; and, consequently, the Normal Colleges of Dresden, for example, admit candidates at fourteen years of age, direct from the elementary schools, and retain them for six years, till the age of twenty, when they are appointed to situations by the School Inspectors. A time-table lying near us at this moment shows what are the subjects and hours of instruction during these six years of residence in the Normal College. An examination is held at the end of every year; and if a student fails to satisfy his examiners, he has to go over the same subjects again for another year; and, as his parents have to pay about £10 a year for his education, it is no slight punishment for a student to be put back for a year. This time-table shows that the students are not confused by a multitude of subjects of study—the principle being here, as elsewhere, to do thoroughly what you undertake to do at all. They devote much time to the theory and practice of music, vocal and instrumental. They learn

Latin very thoroughly, but not French, English, or Greek. Their native language, of course, is closely studied, and so is the Art of Teaching. They do not attempt half-a-dozen distinct "sciences," but only one—called "Knowledge of Nature"—comprising such an amount of natural philosophy as will enable them to teach children the leading facts and principles of science applied to the wants of everyday life in town and country. It is impossible to avoid the inference that a system of regular class instruction day by day for six years, with only occasional interruptions during attendance in the Practising Schools, must necessarily produce far riper and sounder knowledge than can reasonably be expected from our system of four years' apprenticeship and irregular instruction, followed by two years' spasmodic exertion in a training college. It is a common mistake amongst us to attempt to master too many subjects of study in an inadequately short space of time. Knowledge so acquired is seldom full and accurate, and usually is extremely evanescent.—*The School-master.*

IN this the age of telegraph and telephone as well as steam, when the clear rays of the electric light drive even the natural darkness of night away, it is indeed wonderful that such a large amount of superstition should remain. Troy, in the State of New York, has of late been the scene of an outbreak of the old superstition of the healing power of the seventh son of a seventh son. The outbreak of spiritualism and other kindred beliefs is a peculiarly modern affair, but this seventh son legend can at least claim the benefit of extreme age. As long as the seventh of seven confines his manifestations to healing the sick without demanding payment he is a peculiarly harmless character unless, indeed, he manages to

transform some harmless, weak-minded person into a raving lunatic. On the whole he cannot do any more harm than the Indian doctors and patent medicine pedlars who go about the country selling their drugs and taking the money out of the pockets of those who believe in them.—*Montreal Witness.*

SOME scientist has been translating the songs of our childhood into the language of the learned. The little piping rhyme beginning, "Twinkle, twinkle, little star," has been changed into this rhetorical blast from the trombone:—

"Scintillate, scintillate, globule vivific;
Fain would I fathom thy nature specific.
Loftily poised in ether capacious,
Strongly resembling a gem carbonaceous."