

German Student Life.

BY way of introduction to a short article on student life in Germany, a little may be related about German children and the kindergarten. Regular attendance at school is compulsory after the child reaches six years of age. Previous to that age, the children of professional classes attend private schools, or the kindergarten, though chiefly the former. There are in Germany only a few Kindergarten schools, which are chiefly in the larger cities and attended by children of non-professional parents. The few there are, however, are true to name, each being in reality a children's garden of roses, play grounds and school rooms. The little boys and girls gather at nine o'clock in a big circle with the teachers in the open air in the garden, where a happy hour is spent singing and playing together, after which all retire to the rooms. Whether the child attends a kindergarten with fifty to seventy other children or a private class of eight or ten, his training is natural, intended to develop the little brain in a healthy, strong body. The elements of obedience, respect, and honor are very marked in the character even of these little children. These children are not spoiled children.

Parents with little means send their children when they become six to the *volks schulen*, volks schools, which are free. These schools are numerous and largely attended. Both boys and girls attend them from six to fourteen years of age. Ninety children is the greatest number any teacher is allowed; more calls for another room and teacher, and eight teachers, another building. These schools open in winter at 8 a. m. and in summer at 7. Many of these children (almost all the boys) earn a little by carrying or delivering parcels, etc., before or after school and on holidays. Their teachers do not expect them to study out of school, knowing that they have in this or some other way to assist their parents in earning a livelihood. At the age of fourteen or soon after, these boys and girls, who have received a fairly good education for their station in life, seek employment as servants, as factory hands, or as apprentices to trades. They are, however, contented apparently with their lot, having had no thought whatever of reaching any of the higher positions, which are practically unattainable by these young people. How different is the condition in America? The hope, if not the ambition, of parents and children alike is that the school will lead out of the industrial into the professional circles. May the time come that we educate the young for the positions they are to fill in life and honor and respect, worth and character, whether they be found in those who serve or in those who are served. Then no true man or woman will dream of offering an apology for his or her occupation, being conscious of worth and character, the worthiest elements for respect. True respect comes from the respected.