

the Sabbath school as is possible. The time is limited, and other themes of course demand attention; yet seize every opportunity to inculcate the lessons of practical duty in common life. Create in the young an appetite for knowledge of right and wrong in all their applications. Seek to give them consciences well-developed and well-taught, able to discriminate good and evil; and do not suppose that the Sabbath school has done its duty until it has given something of this teaching.

5. Put honour upon labour. Do nothing that can help to encourage the young in contempt for hard work. Let not the Sunday school be a place for the children of well-to-do people,

where the children of labouring men are looked upon askance, and the poor are patronized. For the purposes of the public school, there is full equality among all who enter; and the equality is essential to the success of the school in its mission. Do not let the Sunday school, which professes to honour our blessed Lord, the poor man's Friend, teach the children, directly or indirectly, any notions of contempt for the poor or scorn for the labouring. Make all alike welcome, not in the patronizing spirit, but in true fraternity; or else the children will go out on Monday with ideas that will harm the public school. Help rather to nourish in them the spirit of love, to which all are brethren.

GERMAN SCHOOLS.

BY PROF. JOHN K. LORD, DARTMOUTH COLLEGE.

THE success of a system is judged by results, by its practical adaptation to its proposed end. What are the results of the German system of education? Its excellencies are on its face; and a plain description of it indicates very clearly what are its strong points and what results it must produce. I shall speak principally, therefore, about its failings.

But, first, of its excellencies no one could fail to mention its *thoroughness*. This comes, in the first place, from the fact that the scheme is *consistent*. From the time a boy enters the people's school, at six, till he leaves the gymnasium or real-schule, at eighteen or twenty, he is pursuing a course that is homogeneous and consistent. There is no jar in passing from the lower to the higher grade. The break that often comes with us between the

primary school and the academy, and between the academy and the college, does not occur. It is impossible, then, that teachers in different grades should be ignorant of the methods and principles that guide one another. They all are members of one body, and work in a common plan. Each is the complement of the other, and does his part in the joint building.

Again, the *time* is sufficient. For twelve or fourteen years, at the most plastic period of life, a boy is subject to a continuous influence. Impressions once made are not suffered to wear away for lack of repetition; what is begun is carried on, developed and matured. There is no attempt to do in one year what belongs to two. An ample course is prescribed for a period of time which is sufficient for its completion, and which is in no danger of being curtailed.