

"It is not intended by any expression of mine, that the reading of any portion of Scripture be attended with any exposition, or instruction in the nature of an exposition, of the text, and that explanations should be limited to the better understanding simply of the words used."

It would thus appear that it is not in accordance with the Regulations to have the Bible read at any time in a Public School except during the opening and closing exercises.

Contributions and Correspondence.

NOTES ON EDUCATION IN GERMANY.

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In all countries possessing a complete Educational system there are three grades of instruction. There is the primary instruction of the Elementary Schools, the Secondary of the High Schools, Academics, Lyceums or Gymnasias, and the special higher instruction of the Universities, Polytechnic Institutes, &c. Germany possesses all of these—and all, too, in a more highly developed state than any other country in the world.

In order to comment on the merits of the Educational system of Germany, and to deduce from its study some facts which may be of advantage to us in our New Dominion, it will be requisite to make a necessarily brief review of these different classes of schools.

We prefer to commence with the Secondary instruction of Germany, as that which, upon the whole, is the most characteristic of the country, and forms the nucleus of the entire system. This instruction is imparted in three classes of schools designated *Gymnasien* (Gymnasiums), *Realschulen* (Real Schools), and *Höhere Bürgerschulen* (Upper Burgher Schools). Above these institutions stand the Universities and more special institutes, below them the Primary Schools. All these classes of Secondary schools as well as the Universities are under the immediate control of the Minister of Public Instruction. The State has carefully reserved to itself the direction of the higher education of the country.

The support of the Gymnasiums, Real Schools and Higher Burgher Schools is, in some cases, entirely by the community in which they are situated; more frequently, however, this support is supplemented by State aid; and often the schools are exclusively dependent upon the State. A few enjoy a considerable interest accruing from invested funds.

The Gymnasium is the institution which, of the three, enjoys the highest position. It is the school whose instruction is immediately preparatory to the studies of the University. It corresponds roughly to the Grammar and High Schools of Scotland, and to the Public Schools of England. Like these, the Gymnasium had its origin in the Cathedral and Monastery schools of the pre-reformation period, which, amid the advances of the 17th and 18th centuries, became much widened in their curriculum and much higher in their aims. As university courses became developed these schools fell naturally into their place as preparatory institutions to the University. In Germany, as in England and Scotland, the ancient classics formed, and still form, the nucleus of study.

The Gymnasium has six grades or forms, having the Latin designations *Sexta*, *Quinta*, *Quarto*, *Tertia*, *Secunda* and *Prima*. Instruction commences with *Sexta* and ends with *Prima*, being thus the inverse order of the public schools of England, in which the sixth form is the highest grade in the school. Each of these six classes is generally divided into two sections, an upper and a lower,

for the purposes of instruction. The sixth and fifth grades form the inferior division of the school, the fourth and third the middle, and the second and first the higher. The length of time allotted to the studies of the several classes is, to *Sexta*, *Quinta* and *Quarto* one year each; to *Tertia*, *Secunda*, *Prima* two years each; nine years in all. In general, a boy enters the Gymnasium at 9 years of age and quits the same for the University at 18. A still higher class than *Prima* called *Selecta*, is sometimes formed, and is under the immediate direction of the head master. It is composed of a selected few of the *Prima*, whose attainments and abilities warrant a special course of instruction.

The so-called *Lehrplan*, or programme of study, indicating the subjects of study and the time allotted to each, is drawn up by ministerial authority. This programme is not minute in its regulations, but confining itself to the subject of study and the allotment of time to each, it admits of considerable freedom of arrangement to individual teachers. The total weekly number of hours fixed for school work is in *Sexta* 28 hours, in each of the others 30 hours. Classes open in summer at 7 a.m., and continue until 11 a.m. In winter the morning session is from 8 to 12; the afternoon session is from 2 to 4 the whole year round. There is but one half holiday in the week, upon Thursday. Saturday is a teaching day as well as others.

The distribution of time allots 10 hours weekly to Latin ($\frac{1}{3}$ of whole time). Greek, which begins in *Quarto*, has eight hours weekly; German two to three hours; Mathematics three to five hours; French (in higher classes only) three hours per week; Geography and History two to three hours. Science two hours. In towns and villages which are unprovided with Real Schools or Higher Burgher Schools the study of branches of Science and the more extended pursuit of Geography and Mathematics may be substituted in lieu of Greek; but in all Gymnasiums, properly so called, Greek usurps a prominent place and reserves one quarter of the whole time to itself. Besides the subjects mentioned, drawing, music and gymnastics form a regular part of the course of instruction. For those designing to pursue subsequently a University course in Theology, Hebrew is also a compulsory study in the higher divisions of the school. The objects steadily contemplated in the instruction of the Gymnasium is, as it is styled, the *Allgemeine Wissenschaftliche Bildung* of the pupil, i.e., the general development of his mental powers, without regard to the special applicability of the subjects taught to future pursuits in life. The method of instruction followed is in all Gymnasiums much the same. In the higher classes the chief Latin and Greek authors are read and criticised in detail. The writings of Cicero, Tacitus, Horace, Plato, Thucydides, &c., are studied consecutively. They are treated in the first instance as literary productions to be read and studied for the thought they contain and the beauty of the language in which the thought is clothed. This does not preclude, however, a more detailed grammatical and philological criticism accompanying each lesson. The classical instruction of the Gymnasiums is characterized alike by the amount of Latin and Greek literature overtaken during the course of study, and by the minute and accurate knowledge of the grammatical form of the philological structure and of the literary beauties of the language which is gained. The students are often required to give an oral account in Latin of the lesson which has been assigned for the day, or to write Latin essays on certain topics arising out of the lesson.

(To be Continued.)

—A teacher ought to know of everything much more than the learner can be expected to acquire. He must know things in a masterly way, curiously, nicely, and in their reasons.—E. Everett.