

talent, perseverance, and ambition by running fairly and straightforwardly in the same path with his fellows, and fairly beating them in it. Probably the greatest man was never much the worse for anything he was compelled to learn in a really good school, whether he liked it or not. The teacher has sometimes very little opportunity for observing peculiarities of genius, especially if they lie out of the common track; often no time, consistently with his duty, for consulting its caprices; often not that many-sidedness in himself which could appreciate the specialities which may happen to exist in fifty or a hundred pupils. To bring out the good common working qualities, and those most

likely to be useful in the common professions and usual walks of life, is the master's duty and plain wisdom; and the regularity of a system, common as far as possible to all, is the best discipline for a boy. The real fault is where a master takes the other plan, and pays special attention to pet boys, giving them more than a just share of his time; for this, too, he will find plenty to blame him, and with very good reason. To some masters, indeed—especially the crotchety and dishonest—this is an overpowering temptation, particularly in schools of unwieldy size; and we may have again occasion to refer to it.—*The Schoolmaster, London.*

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#### A GLANCE AT EDUCATION IN GERMANY.

HAVING recently paid a visit to Leipsic and other parts of Saxony, we propose to lay before our readers a few cursory remarks upon schools and colleges, wishing it to be understood that many, if not most, of our observations will be equally applicable to other parts of Germany, and also to the German cantons of Switzerland. As we have already said, attendance at a school has long been compulsory, and the means employed to enforce attendance are much more severe and summary than have yet been tried in England, or perhaps ever will be. The school age is from six to fourteen years. Before the age of six great numbers of children attend schools conducted upon the Kindergarten system of Froebel, who was a native of the little village of Schweinau, about twelve miles from Eisenach, on the edge of the Thuringian Forest. In the course of our tour we visited this village, and made

a pilgrimage of respect to the grave of Froebel. It seems to have been one of Froebel's principles that very young children should not be prematurely taught to read, but should have their natural powers of observation and intelligence awakened and sharpened by exercises better suited to their tender years and undeveloped capacity. When a boy enters a German school at six years of age he usually learns to read and to write the alphabet simultaneously. His ear, his eye, his tongue, and his little hand all find employment. He hears the schoolmaster utter the sound of a letter, he sees that letter immediately written upon the blackboard; he is then told to imitate with his tongue *the sound* uttered by his schoolmaster, and, lastly, to imitate with his hand upon a slate the same letter which he has seen written upon the blackboard. The names of letters are not mentioned for a long time. Upon this system of