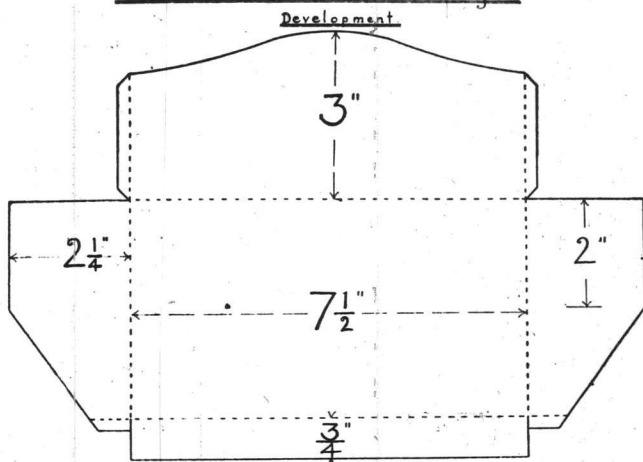


The order of the practical work is the same as in the stationery case, and little difficulty should be experienced if the instructions are followed.

The development of a small box is shewn. This box should be made and glued into position as shewn

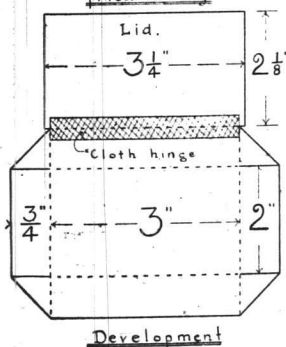
Ex. 21. Pen and Ink Tray.



in the perspective view. A strip should then be fitted against the front of it and glued into position. This strip is not shewn in the developments of this exercise, but its size is easily obtained. It will require a small glue flap at either end and must also be glued to the front of the stamp box. The small square corners enclosed by this strip are for ink bottles.

This model will conclude the present series and it is hoped that the course given will have proved

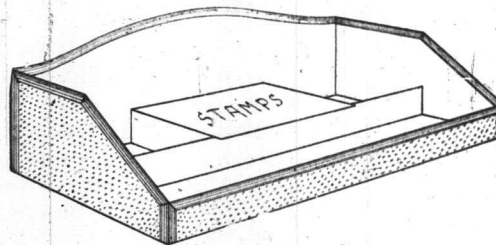
Ex. 21. Stamp Box to be fixed in tray.



several methods of construction and the thoughtful teacher will have little trouble in applying these methods to many other articles.

In the opening number of the first series, it was claimed for cardboard work that it was applicable throughout many grades of the schools. In response to several requests from teachers of high schools, the next series of articles will deal with the

application of cardboard work to the teaching of solid geometry. The construction of the regular



Perspective view.

solids and of solids to illustrate various problems of descriptive geometry will be given.

GERMAN SCHOOLS AS SEEN BY A NEW BRUNSWICK TEACHER.

BY GEO. J. TRUEMAN.

Concluded from March.

In the school known here as a "Realgymnasium," less Latin is taught and no Greek, and in the "Oberreal" school, so called, neither of the classical languages is taught. Of the former there are in this city eight with an enrolment of 4,099, and of the latter only two. The schools in which Latin alone of the classics is taught, have not been regarded with much favor by many of the educational leaders, and a protracted struggle has been going on in connection with them. In 1890 the Emperor met the educational leaders in a conference, and in his opening address called on them to modernize the old classical high school, by introducing more science and mathematics, English, German and French. To carry this out would mean that Latin and Greek would no longer have the attention previously given to them. The leaders of these schools while little inclined to accept this necessary consequence, realized that if the change was not made in the Gymnasium proper, the no Latin, or no Latin and Greek schools would attract those students who wished a more practical education. Being unwilling to admit that these latter classes of schools are at all necessary, the leaders of the classical Gymnasium saw no other course open than to accept the lesser of the two evils, and maintain their position at the expense of the classical languages. Prof. Mommsen, a man of world-wide reputation as a historian, said at the 1890 conference:

"The Latin of the Realgymnasium is the worst feature of our educational system. Every hour given in these schools to the study of Latin is worse than thrown away. For when a young man busies himself with those studies that are not suited to his tastes or purposes, it is a form of 'intellect murder' (Geistesmord). This he said not because he was opposed to the study of Latin, but because he believed that only two classes of high schools are necessary: the classical gymnasium for those who wish to enter the learned professions, and the no Latin and Greek