

facts in order to comprehend the vast difference between "school teaching" in Germany and in the United States: first; there are no "district schools", no "country schools" here, as we understand these terms; all are village schools and, at the same time, graded, to a greater or less degree. Hence the multitude of questions as to mixed and too numerous classes, variety of text-books, over crowded school-rooms etc. seldom if ever arise.

Secondly, each teacher (in Bavaria) has served nine years' apprenticeship before entering upon his profession, five years in the Normal School, and four years as *Olass-Verweiser*, or *Practicant*, that is, as assistant teacher under the eye of the principal in some actual school, before being admitted as a "full teacher." There is positively no other road to the position of teacher; and, besides this long training, many of the male teachers have completed regular Gymnasial and University courses, and the females, some thorough course in a ladies' seminary.

From this it follows that the American "itineracy" among common school teachers, with all the appendages and outgrowths of the system, is unknown; for example, county or other periodical examinations, various grades of certificates, frequent changes of teachers and methods, even during a single year (such a crying evil in our own system) the jangling, quarreling and frequent stupid interference of ignorant and big-headed school boards influenced by political, religious, personal, and heaven only knows how many other prejudices,—the fluctuation of wages, the reckless and unsystematic variety of school architecture, and a hundred other things associated with the "district school" system.

Hence the teacher's calling is not used as a "makeshift" by those who wish temporarily to replenish their finance, nor a "catch all" for the multitude of young men and women who wish an easy, genteel means of self-support, and are too la-

zy, too ignorant or incompetent to find it any where else but here.

Of course the great problem of securing regularity of attendance is solved by the "compulsory law."

"What do you do in case a child be found absent and no proper explanation?" we asked of the Principal.

"Send the *Hausmeister* (Janitor) or the nearest *Gendarme*, and have the delinquent conducted hither at once," was the prompt reply.

"And what is done with the parent?"

"He is summoned before the Board at its next meeting, and, in case of culpable violation of the law, he is fined or imprisoned, or both."

In case of sickness or other disability to attend on part of the child, the parent must certify under oath to the fact.

Thus you perceive that the German school teacher occupies a very different position from the American, particularly in our new communities; and that he occupies a much more dignified, independent, and satisfactory position, in the main cannot be denied.

Each child must enter school at six years and remain until thirteen. Thus the course of study is divided into seven classes, each class corresponding to one year of the course.

At the completion of the thirteenth year the boys attend a night school, called a "Fortbildungs-Schule," four times a week for three years; the girls a "Sunday and Holiday School," for the same number of years. The regular teachers of the day schools are the instructors in these schools also, each serving so many hours a week in turn.

As has been seen, all the teachers are on a perfect parity, so far as requirement is concerned — each having made the same preparations. Hence ladies and gentlemen teach classes of both boys and girls indifferently in each of the grades.

The most accomplished and scholarly gentleman I observed among the teach-