

ers, in the school in question, was instructing a class of girls in the first year.

Each teacher usually retains the same class through two or three years, thus lessening the number of changes of teachers.

There is no co-education of the sexes in the schools of Bavaria, except for special reasons. From the lowest class to the highest, the sexes study and recite in different rooms, and even on the playground, they do not come in contact.

Yet I did not converse with a single teacher, who did not warmly advocate co-education, as the more natural method in the public schools. Indeed in the "Model Department" of the Normal school of Munich, this theory is put in actual practice, and boys and girls sit upon the same benches in the school-room.

Gymnastic exercise is made a prominent feature of the instruction. Separate buildings are provided therefor, fitted up with every modern apparatus and convenience, and separate rooms for the sexes.

Each teacher is expected to give instruction in gymnastics—each devoting a certain number of hours weekly to this department. Each child performs twice a week, and the exercises are attended with songs, designed expressly as an accompaniment.

The child is never lost sight of by the teacher; even his sports on the playground are watched over and superintended as rigidly as his lessons in the class-room. Should the teacher mix with the children, to suggest and introduce new games—to lay aside his dignity for an hour, and become a child with them in their romps, I would raise no word of dissent; but to stand over them ever as a warder and director, seems to me to be a monstrous trespass upon the most sacred rights of the child, calculated to rob the spring-time of life of its freshest and most unalloyed joys. Often, as I have paused on the street to watch these children at their games, and have observed the bashful, mechanical motions, the spiritless,

solemn movements, unenlivened by a single ringing shout, and memory brought back to me the rollicking, boisterous scenes of my own 'common school' days; did the one before me seem like a painful, unnatural farce, and I felt half tempted to spring over the fence, and drive off the dread sentinel, whose baneful gaze was freezing the gayety of the little victims, and bid the latter laugh and scream, and roll in the dirt to their heart's content.

A peculiar institution connected with the school is the Kitchen, where to those children whose parents live at a distance, or do not wish them to return at noon, are served a bowl of soup and a portion of bread and meat, at a cost of 8 Pfennige (2 cts.) per diem. To the children of the needy it is served gratis. The children are then conducted to the 'Work Room,' where for the remainder of the hour, they are employed in various kinds of useful labor and manufacture. We were shown beautiful card-baskets, lamp-mats, all manner of toys, brackets executed with scroll saws &c., some of them showing great dexterity and skill, and made by both girls and boys.

I know not how I shall be able to express my admiration for the methods of instruction employed, which seem to be perfect in accordance with nature.

The question and answer system is utterly ignored. The whole tendency and bent of the method is to develop and to train the perceptive faculty, to teach observation, in short to lead to personal independent thought on the part of the child.

In teaching reading and the alphabet the "word-method" is employed as the only rational one. The prominence given to "object lessons" throughout the whole course, is worthy of special regard. Not only is the child given a glance into the principles of Natural Philosophy, Botany, Chemistry and other branches of natural history, but even geography and arithmetic are thus taught. In the former science no regular text-book is employed