

were measuring the strength of electric currents, and experimenting with a new electric incandescent lamp. The leading teacher was a man nearly sixty years old, would weigh considerably over two hundred pounds, was an alderman of the city, and had been given the title of "professor." He worked in a good natured, almost lazy, way among his boys, and seemed to enjoy the work fully as much as they did. The lesson was after hours, and lasted from four to half past six. The professor asked me if it were true that in America each pupil worked with chemical and physical apparatus from the first. He said they believed in that method, but for want of money were only able to allow this privilege to the advanced classes, and this usually after hours. In the ordinary work of the day the apparatus is handled exclusively by the teacher.

In almost all schools that I have been in, natural science is taught well. The following paragraph, however, from an article written by a high school teacher in Jena indicates that this is not always the case:

"As a general thing the natural science pupils are still too much in the leading strings of their teachers. The possession of a practical knowledge of the world about us, is not only necessary for the prosecution of further scientific study, but the study in itself is an excitement, a stimulus, and above all a real pleasure. This is only true when the child studies direct from the book of nature itself. It is to be regretted that so many pupils are still taught by that method, so comfortable for the teacher, of dictating or writing out a number of facts, and requiring the pupils to learn them by heart. It is scarcely any wonder that the natural interest which almost all children have in plants, animals and stars, and the natural tendency they have to ask questions about these, should grow less under this treatment instead of being strengthened."

A LESSON IN GERMAN HISTORY.—There was hung before the class of young men in the Normal School for Protestant teachers a large picture of a German town in the fifteenth century. A student was called forward to describe in detail the objects to be seen. During the lesson any mistakes in German were sharply corrected, and if a student spoke hesitatingly or indistinctly, he was required to begin again. This lesson was a training in that subject known here as "Auschauung." This word is from the verb "auschauen," to look closely, or to contemplate. I have not been able to think of a perfect English equivalent, but the lesson is an object, observation and composition lesson. During the first three years no time is devoted to history, geography or nature study; all are, however, started and successfully taught under the one head, viz., "Auschauung," and all from large charts in the manner indicated. The advantages of this for the lower grades are many; not only does it require no home work, and develops the power to observe carefully, but it supplies that practice in correct

speaking which for German children at least is most necessary. The language is often spoken in the home regardless of all grammatical inflection, and it is with great difficulty that correct forms can be sufficiently impressed during the few hours spent in school. Owing to this constant drill in speaking, while standing before the class, the children seem to early acquire the confidence in themselves, which enables them to say what they think without hesitation, and in a voice that can be heard. This is particularly noticeable in arithmetic and algebra classes. In these more than half of the time is spent in mental work, and though I have seen a good many lessons given, I do not remember seeing a pupil give up struggling with a problem, until he had solved it or was called to his seat by the teacher. Here, perhaps, we can learn something from this persevering race, for it is just this power that so many of our young people seem to lack. It is highly possible too, that a pupil may leave our schools without having his mind at all well stored with the gems of English literature. Here that is not the case. At first simple poems are committed to memory, and then Goethe and Schiller are taken up. Not only are these German classical authors studied in the regular literature courses, but they are brought into almost every lesson and quoted on all occasions much as a good Quaker is supposed to quote the Scriptures. Lessing, Shakespeare and many other writers are also well studied. In fact, I am afraid Shakespeare is even more thoroughly and generally studied in the German high schools than in the same class of schools in Canada. Two other English writers one hears spoken of at every turn here are Goldsmith and Lord Byron. The bust of the latter occupies a prominent place among the treasures of the Goethe House in Weimar, and Goethe's plain worded acknowledgment of what he as a writer owed to the author of the Vicar of Wakefield has filled every German heart with a desire to read that work which could win the admiration of their great poet.

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Learn how to laugh. A good laugh is better than medicine. Learn how to tell a story. A good story is as welcome as a sunbeam in a sick-room. Learn to keep your own troubles to yourself. The world is too busy to care for your ills and sorrows. Learn to stop croaking. If you cannot see any good in this world, keep the bad to yourself. Learn to hide your aches and pains under a pleasant smile.—*Selected.*

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The showers that are now visiting the country are refreshing and grateful after the forest fires and prolonged drought.

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