

very valuable one, was highly commented on by the teachers. During the afternoon session a paper on A Plea for More Union, was read by H. H. Stewart, and a paper on The Relation of the Teacher to Politics, by L. R. Hetherington, B.A. These papers were both well received by the Institute and freely discussed. The public meeting on Thursday evening in the Methodist church, was well attended and addressed by Messrs. T. S. Colpitts and Chipman Bishop, and Revs. S. James, M. Addison, and J. B. Ganong.

During the sessions on Friday, papers were read by Miss Maria Atkinson, on Home Lessons, and by Miss Mary A. Smith, on English Literature as contained in Readers III. and IV. These papers were well written and were discussed to a considerable length by many members of the Institute.

Dr. G. U. Hay's paper on Nature and Literature, was read by Mr. W. M. Burns. The paper was favorably received by the Institute.

The following officers were elected for the ensuing year: T. E. Colpitts, President; Miss Martha Avard, Vice-Pres.; Frank H. Blake, Secy-Treas.; Miss Nellie MacNaughton, Arthur Foster, additional members of the executive.

The Institute passed a motion expressing sincere regrets at the serious illness of Inspector George Smith, B.A. The next session of the Institute will be held at Hopewell Cape.

As the result of Mr. Stewart's paper, A Plea for More Union, the Teachers' Union of Albert Co., which was begun last year, was completed, and now all the teachers of the county, with but two or three exceptions, are members of it, and have pledged themselves not to underbid each other or take a salary less than the preceding teacher, nor to accept a salary less than the following from trustees: 1st class males, \$275; 2nd class males, \$200; 1st class females, \$150; 2nd class females, \$130.

The session of the Institute was a highly successful one from every point of view.

W.M.B.

Visiting German Schools.

In a letter to the REVIEW, Mr. Geo. J. Trueman, of Sackville, N. B., who is now taking special course in German universities, gives an account of what he saw and heard in his visits to German schools. This account will be of great interest, showing some of the difficulties common to teachers the world over; and there are suggestions that our teachers might do well to think over carefully.

A LESSON IN RELIGION was given in a Real Gymnasium, Berlin, to children eight or nine years of age. The teacher read aloud a few verses from the first chapter of St. Luke's gospel, and then related a part of the story in his own words. Different children were called on to repeat what he had said. The slightest grammatical error or failure to bring out the exact meaning was at once corrected, and the child required to begin again. After this

was thoroughly talked over and understood, another section was simplified and memorized in the same way. It was remarkable how readily almost all learned the story and in the correct language given to them, a language, by the way, quite different from the ungrammatical and dialect forms used in many of their homes.

In the Prussian common school religion is taught three hours a week during the first three years, and four hours a week during the last five. German and arithmetic are the only subjects which are given as much time or more. The former receives an average of six and a half hours a week, and the latter of four hours. The instruction not only includes a thorough study of the Old and New Testaments, with the memorizing of single verses, and parts of chapters, but also the learning by heart of some sixty hymns in whole or in part. In the Catholic schools catechism study and the learning of prayers, and the liturgy of the church are substituted for the Bible sections. Children in the German schools have more cause to complain of overwork than the children in Canada. In almost all subjects a great deal of memory work is required, and when there is added to this so many hymns and Bible chapters, the home work of the pupils is heavy indeed. As a result the teachers find it hard to get this work well done, and many a poor boy is lead to group in his mind, as things inseparably connected, religion, hard home study and corporal punishment. This may partly account for the fact that the great majority of these boys seldom attend the church except on special occasions, after they are "confirmed" at the close of the common school course.

Prof. Paulsen declares that religious teaching, to be of any value, must be taught by a man who believes what he is teaching, and it must carry conviction into the hearts and minds of the pupils. The great majority of the teachers do not believe as literally true the Old Testament stories which they are compelled to narrate, and as they inevitably show the pupils their own scepticism, an injustice is forced on the teachers, and a much deeper scepticism probably instilled into the child's mind.

A LESSON IN PHYSICS was given in the same school to boys sixteen and seventeen years old. The class of twelve was divided into three sections. The pupils of the first group, under an assistant, were learning how to use delicate measuring instruments. They were measuring curves in watch faces, in bottoms of beakers, and diameters of tubes, etc. Each student worked independently, and then they compared their results with those worked out by their teacher. The members of the second group were working at special analysis. The professor himself was working mainly with them, and partly, no doubt, for my amusement, the two spectroscopes on hand were set in position, and we all viewed the lines and bands produced by sodium, iodine, hydrogen, nitrogen, and other elements. The third set