

### German School Hours.

Our readers will recall letters published, last year, in the REVIEW on certain phases of elementary school education in Germany from the pen of Dr. H. C. Henderson. Dr. Henderson is a New Brunswicker and is on the staff of the Wisconsin State Normal School at Milwaukee. He has spent the past two years chiefly in Germany, taking courses at the Universities and studying the German schools. Dr. and Mrs. Henderson sailed from Naples for New York, July 20. Writing from Jena, June 24, he gives the following interesting notes in a letter, which the editor takes the liberty to publish:

In Berlin, during the winter, I took a number of courses in the University in philosophy and education, and also spent some time in the further visiting of schools. In Leipzig, I considered myself specially fortunate in being able to hear the lectures of Professor Wundt, in psychology. In spite of his seventy-eight years he still is able to lecture with clearness and with considerable vigour. The psychological laboratory, developed from its modest beginnings thirty-five years ago, is splendidly equipped with workrooms and apparatus.

Next to the work with Professor Wundt, my interest in Leipzig centered in that in experimental pedagogy, carried on under the direction of Professor Braben in connection with the city schools. Some very interesting experimental work is being carried on in connection with the problem of fatigue. The Germans are awakening to the fact that their boys and girls are living under high pressure and that nervousness and anæmia are all too common. In this investigation in Leipzig a thorough effort is being made to get at the conditions of fatigue, and to test the school programme in the light of the results obtained. The class recitation periods for all children, young and old, over here are practically the same length—forty-five or fifty minutes—followed in each case, however, by at least a ten minute intermission. In summer the school work begins at seven and usually ends at twelve, except in the higher classes, which frequently have work till one and often in the afternoon as well. Including the two hours' gymnastic instruction, the school programme of the boys in one of the schools I visited in Berlin, reached a total of forty-two hours per week in the highest class! Our boys at home would be apt to rebel at such a programme.

#### A UNIQUE LESSON.

On Tuesday of this week I had the unique experience of hearing a lesson on the Battle of Jena, with the battlefield itself as the schoolroom. The class was one in Professor Rein's practice school and their teacher of history gave the lesson. In company with Professor Rein and the members of his seminar, I ascended the height back of the town where at the "Napoleon Stein," the point from which Napoleon directed the first stage of the battle, we were joined by the boys and their teachers. The location

of the different divisions of the Russian and French troops was then given and the progress of the battle followed until the final rout of Hohenlohe's forces. At the little village of Vierzehnheiligen where the battle raged the most fiercely, there is a monument to commemorate the day—the saddest one perhaps in Prussian history, but the one which, as Bismark said, prepared the way for Sedan and a united Germany. A most interesting sequel to the above mentioned lesson was the conference a few evenings later in one of the restaurants where the work was criticised and discussed.

### The Clover.

The clovers have no time for play;  
They feed the cows, and make the hay,  
And trim the laws, and help the bees,  
Until the sun sinks through the trees.

And then they lay aside their cares  
And fold their hands to say their prayers,  
And drop their tired little heads  
And go to sleep in clover beds.

Then when the day dawns clear and blue,  
They wake and wash their hands in dew,  
And as the sun climbs up the sky  
They hold them up and let them dry;  
And then to work the whole long day;  
For clove's have no time to play.

—*Helena I. Jelliffe, in Outlook Story Book.*

But few know that during the past two years the Canadian Mint at Ottawa has been producing gold coin from Canadian metal. As gold is not used to any extent for currency in Canada, the mint makes gold sovereigns for shipment to England. There is practically no profit in coining gold, and the Canadian Mint, in common with others, makes its profits from silver, which is, after all, the one kind of currency always required and most largely used.

—*Canadian Life and Resources.*

In studying the autumn flowers, lead the pupils to make comparisons between them and the spring and summer blossoms. You have the asters, the gorgeous sumach, the yellow golden rod the clematis vine, thistle, and those fluffy milkweed balls which the children so delight to gather.

Speak of their color, fragrance, and structure. Ask the pupils to describe the places in which they were found.

Sketch on the board in colors the fruits.

Ask the children to bring the different kinds and tell how each was grown, whether on bush, tree or vine. Talk about the size, color, and shape of fruit. When does it ripen? Did you ever ask them to find the flower in the apple?

Obtain and read poems on the subject. Short ones may be learned.—*Midland Schools.*