

for success. No one will depreciate them. They are important in themselves, and inestimable when joined with force and independence of character; but when obtained at the expense of these qualities, the loss may be greater than the gain. All the influences that surround the growing boy tend to theory rather than practice, to render him speculative rather than practical.

This same evil is continued in the university. Nowhere does the student receive general and comprehensive views. He chooses his special subjects, and hears lectures upon them only. True, the whole university is open to his choice; but the prospective examination for his degree prevents departure from a special line. The university is thus broken up into a number of schools for the training of specialists in their respective subjects. Students issue from the German universities undoubtedly better trained in their chosen branches than the students of other nations; but what they gain in concentration they lose in adaptation. They are limited in their horizon, and contracted in their sympathies and their energies. This defect is recognized by Germans themselves; and a critic of the universities has thus described them: "The student becomes a scholar; and after the legal course is over, he comes to an understanding with the teacher, along with his fellow-workers in the same subject, to follow a mean programme. He who has not made natural science his special department leaves the university without an idea of the weighty discoveries of the natural philosophers. He who has gone through the course in medicine gets no general survey of the many branches of study necessary for his

calling; he has explored but one; and all subjects beyond his professional range are absolutely closed to him. The law student knows nothing of the structure of the human body; the surgeon, nothing of the elementary groundwork of law and justice; the first principles of social economy, literature, ethnology, history, and all those matters which every educated man ought to know something about, if he is to mix in society, are to a terrible degree strange to those studying in special departments. The lecture-rooms lie side by side; the many schools are under one roof; the professors belong to one senate; the whole society is tied together by statutes and external organization, but the spiritual link is missing; personal avocations insulate, particular studies separate the students; and the university is nothing more than a congeries of schools for specialists."

Such are some of the excellencies and the defects of the German schools. As in every other system, the two are mixed; and it is perhaps remarkable that with so much of good there is so little of evil. Some things are good for Germany that would not be good for us. The nature of her institutions and the habits and customs of her people are so different from ours that truthful comparisons are difficult to institute; and in dissimilar conditions we may freely admit excellencies which we should not wish to imitate. On the whole, the system of training in Germany meets the wants of the people to a remarkable degree; and if it cannot claim to be an ideal one, may yet combine more advantages and fewer defects than that of any other European nation, or, possibly even our own. —*Education.*