

account of the extract, in which he makes particular reference to the various manuscripts extant, their dates and the dialect or dialects in which they may have been written. Should this account be incorrect or wanting in any essential details, the professor interposes to make the necessary corrections and additions; though if any of the students feel competent to do so, they have the right to point out and correct the mistakes. The introduction being completed, the student reads some twenty or thirty lines in the original, his mistakes in pronunciation, if they be not too many, being corrected by the professor as he reads. Then he translates the passage into German, after which he makes what annotations he considers necessary. Interesting points in philology and dialectal differences are considered particularly worthy of comment. Woe be to the annotator who refers to anything mentioned in the notes appended to the Reader, or to any details of grammar which the class could reasonably be expected to know. It will be quietly, but none the less forcibly, intimated to him that he is not to waste the time of the class over trifles; that he is to give information and not a mere repetition of something already given in the notes. After such a rebuke the student first recovers his breath and then goes on with his work, very gingerly it may be taken for granted. When a student has proceeded as far as his preparation will allow him, he gives over the task of carrying on the translation, etc., to one of the many ready and anxious to do so. And thus it goes on until the time is up, the student lecturing and the professor emending or adding to what is said.

Such is the German Seminar. The system is admirable; it develops accuracy, independence and originality in the students better, perhaps, than any other system. I should like to tell my readers something of Wundt, the professor of philosophy, of Guthe, the Hebrew historian, of Socin, the Hebrew and Arabic scholar, and others, but space will not permit at present.

Speaking generally, and speaking from an admittedly limited experience, I should say that German professors are mines of information in their particular branches, but that outside of those they are but dilettanti. In special knowledge they are perhaps peerless; in general culture weak. They need more of their own Goethe's universality to give them comprehensive views.

So much of the professors. The interesting student must be left for another time.

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