

obliged to resort to glasses for aid. Undoubtedly this result comes partially from the climate, that for seven or eight months in the year, and sometimes for two or three months in succession, covers the land with a pall of clouds and fog, necessitating an extensive use of artificial light. Bad light and bad air combine with bad texts and over-confinement to injure the most sensitive of bodily organs. But the general health of the scholars often suffers. Within the past year it has been shown by statistics, collected privately and also at the direction of the government, that in the public schools of Copenhagen more than fifty per cent of the pupils between the ages of twelve and sixteen were not in the possession of perfect health. This would probably not hold good of Germany; but the proportion of feeble children is very large. One cannot walk the streets of a German city, and see the large number of dwarfed and stunted children without believing that the strict discipline of the schoolroom has something to do in producing so lamentable a result; and, in fact, many are now raising their voices in opposition to a system that develops the mind at the cost of the health.

But there is another objection against the schools which, as against a system of training, is even greater; it is that, while their work is thorough and their instruction exact, covering many subjects, they yet fail to develop independent judgment or practical character. The pupil, on issuing from them, has much information for his years, much acuteness of mind, but little self-reliance or acquaintance with the world about him. Of that healthful education that comes from the play-ground, from the jostling of boy with boy in the field where all are equal, from the clash of interest that requires quick decision and prompt action, or from that larger

mingling with men or observation of affairs so common with us, he has nothing. He does not escape from the immediate circle of the teacher's influence. He is taught to think, but only on the subjects that come from his books; from the larger interests and activities of daily life he shrinks unprepared. He is accustomed to have things done for him, not to do them himself; to be directed, not to decide; to obey, and never to initiate. He lives under a paternal government, which, with his father and his teacher, directs his conduct and his opinion alike. He has no inducement, as well as no opportunity, to develop self-reliance and practical judgment; and should he do so, he would find them out of harmony with all his surroundings. The difference between an American and a German boy of fourteen, or even twelve, years is very marked. The former is confident, the latter, distrustful; the former makes plans, the latter waits for direction; the former is observant, the latter, bookish; while one sees and does, the other wonders and hesitates; and while the American acts, the German asks, "Is it permitted?" This lack of independence is fostered by the goal which the school-boy sets before his eyes. During all his preparatory work he is looking forward to that final examination that determines, in so great a degree, his subsequent life. That is a day of judgment for which he prepares with fidelity and earnestness; but he well knows that only a certain kind of preparation is valuable. Independence, self-reliance, personal manliness, count for nothing. The knowledge that comes only from books, that follows the definite lines of prescribed courses; a memory surprisingly trained in small and special points; skill in distinguishing theories rather than in applying them,—these are the requirements