

sis) of the professor arranges desk and blackboard before the lecture begins. The students assemble before the hour strikes and engage in quiet conversation or even smoke until the lecturer enters. Promptly at a quarter after the hour strikes the professor enters. A sudden "sh" goes through the room by way of calling order. Scarcely have all become quiet until one hears the inevitable "Meine Herren" (Gentlemen.) Consulting some of my notes on French Literature, I find almost every lecture beginning with: "Meine Herren wir sind in der vergangenen Vorlesung bei—stehen geblieben." (Gentlemen we left off in the last lecture at—). Each lecture is a continuation of the preceding. The plan of lecturing is tolerably uniform throughout the different departments of the university. About one-half the time is consumed in a running discussion of the subject and for the rest of the time the whole of the lecture is briefly summed up, thus enabling students who are not able to take down every word, to obtain a very good synopsis of the subject.

Filling up can be done afterwards. Many students double down the half of the page for margin—writing the synopsis on the inside, the additions on the outside. The work of re-reading notes and adding that which has been omitted or suggests itself naturally to the student's mind is called in German *umanbeiten* (working over.) Those who "cut" or "skip" lectures depend on their neighbors for writing up notes—and not unfrequently one sees on the bulletin board: Wanted, notes for such and such a lecture. No roll is called in the lecture room. Lateness is punished by an admonishing shuffle of the feet or even by hissing. He who has tarried too long at the beer glass had best omit the early lecture if he is late, for let him enter the lecture room never so quietly he cannot avoid this pedal reproof. Of course the greatest liberty prevails about attending lectures. This matter is left largely to the conscience of the student. Attendance at the first and last lecture ordinarily would secure the professors signature in the *Anmeldungs-buch*. It is related of a young candidate for the Dr.'s degree, that when he asked the professor of Greek for a certificate of *punctual* attendance to his lectures on the Knights of Aristophanes during the semester just passed, the sympathizing professor said, "I am sorry, Mr. Candidate, that I cannot accommodate you, but the fact is, I did not lecture during the last semester at all." As regards style of delivery the lectures as a rule can lay no claims to attractive oratory—in fact they are as dry and prosy to one not specially appreciative, as the Shorter Catechism to the unregenerate Sunday School scholar. However not a few professors strive to employ very technical and pedantic language. Clearness of expression is not so much aimed at as condensation. Nearly all the professors speak slowly and distinctly and loud enough to be heard in any part of the room. Even foreigners seldom experience any serious difficulty in understanding. I knew an American at Leipzig, who, judging from his German, showed no special proclivity for languages and yet he assured me that, after a stay of six

weeks in Germany, he was able to follow the lectures very intelligently. If the professor does not speak loud enough the shuffling of feet gives him due warning. If an unfamiliar proper name occurs in the lecture, the shuffling is continued until the professor writes the name on the blackboard where all can see it. In the so-called *privatim* lectures no words pass between professor and student, but in the Seminars (exercises) there is much more freedom in this regard.

The special and technical character of the instruction is the characteristic feature of the university. In an Italian exercise, which I attended, the professor spent little time in interpreting the meaning of the author but seemed rather to delight in pointing out peculiarities of form, idiom, metre and the like. All instruction proceeds on the assumption that the student is already fairly well informed on the subject. From the first of the course the student is a specialist and must use his own judgment in choosing out his line of study. Freedom of choice extends even to leaving one university for another in order to profit by the greatest lights in any particular branch of learning. Indeed it has become popular with students latterly to change at least once during the university course. The process of graduation is at once simple and thorough. At or near the end of the sixth semester the candidate for the Dr.'s degree notifies the proper university officers of his intention and hands in his *Anmeldungs-Buch* duly certified. The examination includes three branches—for example Greek, Latin and History—one of which must be a specialty (*Hauptfach*.) A choice of subjects is allowed the student on which to write his dissertation. The requirements of the work are in general that it shall be thorough, comprehensive and scholarly, evincing profound investigation, and lastly, must be worthy of print (*druckbar*.) The dissertation is the principal part of the examination. If the written work is approved, the candidate proceeds to the oral examination. Failure at the oral examination does not necessarily result disastrously—as the candidate can have a postponement (*Aufschub*) by paying the necessary fees—thus giving himself time to study up. Perhaps this phase of the pliable character of the oral examination has given rise to the saying that foreigners with long purses stand a better chance than the less plethoric-pursed German. No formalities except payment of fees attend the giving of diplomas. The student has now reached the acme of university ambition. From this time on he is no longer Mr. A. Studiosus, but Dr. A.

A word now in reference to foreign students. Out of 273 foreigners at Leipzig in '79, 43 were from the United States. At Goettingen and Heidelberg the number of Americans is much larger. These figures refer to matriculated students only and it is safe to suppose that many Americans attending German universities are not matriculated at all. There are two classes of American students demanding consideration in this connection—those who wish to take a degree and those who desire to round off their education. The American candidate for Ph. D. will do well to confine himself exclusively to that department in which he is already well versed. In most cases he had better make English his specialty. Americans, who contemplate attending a German university merely as a kind of finishing up school need not be matriculated at all. The reasons for this are, first, saving of expense, second, freedom from restraint. In most of the large universities a foreigner can attend lectures as a visitor without paying any fees at all, although courtesy seems to demand the professor's fee at least. The question of expense doubtless determines in most cases whether the American will take a university course on the Continent