

the crown and finish of the entire and mighty educational fabric. Here the student gains power, incentive, direction, force. His faculties have been disciplined and prepared. Now the avenues of his chosen field are laid open before him, and he is taught how he may use these faculties in a definite and practical manner. This tends directly to that toward which the entire system tends indirectly, the full culture, the uniform development, the complete education, the perfection of the nature of the individual, in a word, *Gesammtbildung*.

The German student is a divinely-privileged character. We students who live in a less favored land have our duty clear before us. As young men and as students we must seek to understand and to apply as far as practicable the educational measures and methods of the people in advance of us, which, in the last half century have proved a blessing and a stimulus to the German youth.

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### THE GRADUATE SCHOOL.

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A few decades ago, it was generally supposed that a man's training was finished when he reached the end of his four years of college life, unless, indeed, he were going to be a lawyer, a doctor, or a minister. In that case everyone recognized that he required two or three years more of special preparation; but if he were only going to be a teacher, or a man of letters, or a man of science, he was considered to be wise enough already. A few Americans had wandered over to the European Universities and had there done more advanced work and won the degree of Doctor in Philosophy, but you would rarely find that title in the catalogue of an American institution of learning.

This was the old order of things, just when the new order was opening. Harvard was among the first of the American Universities to offer advanced courses to the college graduate who desired instruction for professions other than in law, medicine and theology, and she granted her first degree of Doctor in Philosophy on examination, in 1873. For many years students of this class came only in small numbers. The professors were overworked with their undergraduate teaching and the graduates had largely to take care of themselves. The same state of affairs was also true of many other institutions where doors had been opened to students of this class.

The organization of the Johns Hopkins University marked the beginning of an era in education, where a new value was set on the graduate students. The President of this University recognized that the time had come for a great step in education. He