

in general culture. With us it is more and more felt that the High School should do the old work of the college, and that the University should provide for the need of those working in the line of their future specialties. Matthew Arnold says: "Our great Universities—Oxford and Cambridge—do nothing towards a true University education. They do not carry education beyond the stage of general and school education. The examination for the degree of Bachelor of Arts, which we place at the end of the three years' University course, is merely the *abiturienten-examen* of Germany placed at the entrance of University studies, instead, as with us, at their close. For mastership or doctorship they have no instruction; no real University examination therefore at all."

The course in the gymnasium generally comprises nine years. The average graduation age is eighteen. There are six classes—from the *sexta*, or lowest, to the *prima*, or highest. Twenty hours of regular school work are required during the week, of these, ten hours a week are devoted to Latin and to Greek, five hours a week from *quarta* on. A visit to one of these schools is a revelation to the average American student; for in the higher forms of the best gymnasiums, all explanations and discussions are carried on in the Latin language, and one is surprised with what readiness and fluency boys of sixteen and seventeen will converse in Latin.

The distinctive features of these schools are their thoroughness and systematic drill. One who visits and acquaints himself with German University methods would be most likely to infer that the German schools must be unsystematic and lax. This would be wide of the mark. The student of the University is free to

choose whatever line of work suits him; free to attend on lectures, or scarcely enter the lecture room. His methods of working are entirely in his own hands. But after all, one is surprised to find how seldom these privileges are abused. The rooms of a Curtius or a Ribbeck are generally filled from the commencement to the end of a semester. The stimulus of examination tests for compelling attendance and promoting study is almost unknown. And when written examination is resorted to the object "is to tempt the candidate to no special preparation and effort, but to be such as a scholar of fair ability and proper diligence may at the end of his school course come to with a quiet mind, and without a painful preparatory effort, tending to relaxation and torpor as soon as the effort is over; that the instruction in the highest class may not degenerate into a preparation for the examination; that the pupil may have the requisite time to come steadily and without overhurry to the fulness of the measure of his powers and character; that he may be securely and thoroughly formed, instead of being bewildered by a mass of information hastily thrown together." "*Perverse student, qui examinibus studet*" was a favourite saying of Wolf. The freedom of the German student comes from the confidence of the German public and educators in the culture obtainable in the gymnasium. Such habits of diligence and capability of work have been fostered in the secondary schools that the student can be safely left to independent study and research. The period between twelve and eighteen in the scholar's life is especially one of the strictest discipline, both mental and physical. Should we call upon our students for an equal amount of work the cry would be over-pressure.