

occupy half his time : in the other half he learns to till the soil, to build his house, to repair his plough and his wagon. But it is remarkable that the white man should give to the Indian child a more comprehensive education than he gives his own. The gravest problem that confronts the American people is the education of the masses. Our wealth has increased, but so has our poverty; our learning, but our ignorance also; refinement and joy, but also degradation and misery. The march of civilization has also been the march of vice and crime. "Knowledge fights on both sides in the battle between right and wrong." "The association of poverty with progress," says Henry George, "is the great enigma of our times. It is the riddle which the Sphinx of Fate puts to our civilization, and which not to answer is to be destroyed." Can the riddle of the modern sphinx be solved? Can the diseases of society be remedied? While I am firmly convinced of many advantages arising from hand and brain training, I do not regard it as a panacea. No single agency can bring immediate and permanent relief to the body politic. The mob that cries for 'blood or bread' has passed beyond the influence of the school, and demands a sterner discipline. The hope of the state lies in its youth. Too long have our schools inculcated a taste and an admiration for purely intellectual accomplishments; at least, have cast a slur on the development of manual skill. By far too many has education been regarded simply as affording an avenue of escape from all labor, as the ability to 'live by one's wits.' We rejoice, then, in the extension in several cities of the public-school course. We believe it to be a broader and a wiser education; that it is based on a true philosophy; that it calls into activity powers that have lain dormant, powers of the mind as well as of the body; that it develops a manlier, more self-reliant spirit; that it elevates industry, and teaches respect for true manhood and womanhood under whatever guise. We believe that it will materially assist in solving the problem of modern civilization, since, to use the words of William Humboldt, "whatever we wish to see in the life of a nation, we must first put into its schools."

H. H. BELFIELD.

THE REAL-GYMNASIUM.¹

WHILE in Prussia and North Germany the contest over the relative advantages of the training given in the real-gymnasium and that concerning its rights and privileges has been gradually assuming a very violent character, there has been de-

veloped in Wurtemberg a real-gymnasium — the one at Stuttgart — so quietly and peacefully, and so well encouraged by those who in Prussia are the real-gymnasium's bitterest opponents, that the Swabians may rightly be envied for the progress they have made in this direction. This development is described in the work mentioned above, and with the avowed intention, successfully carried into effect, of conciliating the opponents of this new form of school. The author considers himself called upon for these words of conciliation and explanation, from the fact that for twenty years he has been the rector of this institution. Inasmuch as the real-gymnasium in Stuttgart has met with but slight opposition, the author, in his position as rector, has been able to observe quietly the effects which this system of education must have upon his pupils. It is seldom that we see the two educational forces, language and mathematics, with their influences on children, youths, and men, so impartially weighed as in this case.

The history of the Stuttgart real-gymnasium is very interesting for a Prussian, because there the teachers in the gymnasia are its friends, while those in the real-schulen where Latin is not taught are its opponents. It is not possible to enter into this subject more fully, and I will content myself with a few remarks that may induce the reader to refer to the book itself.

In regard to rights and title, the author demands with emphasis that those of the real-gymnasium should be equivalent to those of the gymnasium. The delay in this matter appears to him an injustice, but he does not wish to interfere with the authority vested in the gymnasium. Up to this date the ministers of the interior and of finance in Wurtemberg demand from the graduates of the real-gymnasium a supplementary examination, in which the necessary answers are translated into French instead of into Greek, for entrance to the higher courses of study in their departments, and those who succeed are entitled to follow the studies offered by the faculties of philosophy, natural science, and political economy. To qualify for studying in the other faculties, there is only an examination in Greek, and a translation of German into Latin, required, and not a Latin essay. This is an important concession in comparison with the Prussian demands. The real-gymnasium in Stuttgart is founded for, and expressly appointed to prepare, students who do not study Greek in the gymnasia for entering the courses offered by the above-mentioned faculties, as well as in the technical high schools. It should be a model for all Germany. For once, students have in a very satisfactory manner received

¹ A review of C. Dillman's 'Das Real-gymnasium,' translated for this journal from *Pädagogisches Archiv*.

the highest marks in examinations, and have shown themselves equal, if not superior, to the students of the gymnasia. This fact has been substantiated by the minister of state, Dr. von Sich, in the public records, as well as in private letters. Six former pupils have gained professional chairs in the high schools, and among them three are in Prussia. These, as well as the pupils from Principal Krück in Wurtzburg, for Bavaria, and from Principal Steinbart in Duisburg for North Germany, have given convincing proofs that the educational system of the real-gymnasium is equivalent to that of the gymnasium. Since the study of Latin in the real-gymnasia was increased in 1882, the faculties of law will scarcely be able to oppose any longer the admission of their graduates. The one in Stuttgart has furnished proof that they are able to understand the institutes and pandects, as they have passed very good examinations in these branches.

Twenty years ago the author laid down this proposition: that, in order to preserve the proper cohesion in our education, the realist should be educated in a more humanitarian manner, and that through the one-sided humanitarian education given in the gymnasia the connection between life and the school was severed, while it gave just cause for the objections raised against the gymnasia system. The Prussian government has tried to remedy this defect, and mediate between the two systems of education. It has made the earlier real-schulen more like the gymnasia by increasing the amount of Latin, and has made a real-gymnasium out of the former real-schule. That this must bring an increase of privilege is clear.

Du Bois-Reymond, formerly a violent opponent of the system, now desires to open the profession of medicine to the students of the real-gymnasium, and the faculty of that science in Tübingen no longer opposes this concession. According to our author, the free entrance to all the faculties will eradicate this *Kulturkampf* which now threatens to waste the best power of the German people. The author considers the question concerning the privileges of the gymnasium in a very direct way. The teaching of Greek in a high school is a distinguishing mark as to whether it is a gymnasium or not. In the beginning of this century, Greek was an essential part of the study in *no* gymnasium. Herder, Lessing, Schiller, and Goethe first drew the nation upon classic ground, and the German student was obliged to follow if he wished to be in accord with the spirit of the age. Latin formed the basis; and because it was so strong, the superstructure Greek attained such fine proportions. From this the author draws the conclusion, that because the gymnasium's teaching was sustained by

the approval of the greatest among the people, and supported by the whole spirit of the times, it has received its sudden impulse during the last fifty years; and that the system of education can only reach its highest point of development, and at the same time attain the ability to influence the age we live in, as well as instruct the young, when it is in accord with the ideas that are agitating the world, gaining its incentive from them, and in its turn placing them before the young. Latin is *the* language of the gymnasium. As long as the real-gymnasium makes a point of Latin instruction, and with all earnestness and power interests itself in the teaching of that language, it has a right—an historical right—to be a gymnasium, to be called by that name, and to be recognized as such.

Max Müller, professor in Oxford, and the greatest living philologist, replied to a committee of Hungarians who asked him whether they should introduce the system of gymnasia as it existed in Germany, that Latin was indispensable, as our whole culture rested upon that language, and that Greek should, if necessary, give way to it.

Upon many sides the old question concerning Greek is renewed, whether one must study Greek literature and customs, through the reading, necessarily in a bungling way, of the original. The author thinks, that for the teacher, with his attainments and enthusiasm for Grecian antiquity, this is essential, but not for the pupil.

Von Rümelin, always a conservative friend of the gymnasium, says that the important works of the Grecian authors are too difficult for any except the most gifted as well as the most studious pupils of the gymnasium.

The philosophers themselves use a translation of Plato's 'Republic' by Schleiermacher, and why should not a student of the higher classes read a translation of one of the tragedies with more aesthetic appreciation than he could feel in stumbling through a few strophes from one of the choruses?

Never was there a greater number of classically educated men than in the assembly held at Frankfurt-a.-M. in 1848. Never did assembly have a meeting less productive of results, nor one with a more lamentable ending. Yet it held the noblest enthusiasm, and its members had the best intentions. The ability to create something great and lasting was totally lacking; and an eminent writer in the *Allgemeine Zeitung* pronounced the hard judgment that the old gymnasia system weakened the spirit of energy and enterprise.

The majority of men whose names and deeds have become historical have not been trained in the gymnasium. Among them are Thorwaldsen,

Schliemann, Hermann, and the officers of our army, while the most ardent friends of the gymnasium have never been able to consider Bismarck's inclinations favorable to this system of education.

David Friedrich Strauss, a philologist of a very high order, the embodiment of the critico-philosophical method, a master of both poetry and prose, who, like Luther, took a firm hold upon our nation, was a general without an army. The mighty thinker lives forgotten and unknown. In the evening of his life the meteoric splendor of his name brightens the world once again. In his 'Old faith and new' he falls without judgment or method upon the newly risen star of Darwinism to extinguish it. His classical education remained narrow and partial, so that he lacked the organ for comprehending and justly judging a theory of natural science.

This will be sufficient to create a desire to read the pamphlet. The requirements in supplementary examination in Greek and Latin demanded from the graduate of the real-gymnasium in Prussia since 1882 are severe, and perhaps too difficult for a man of ordinary talents; still it is to be hoped that they will be partially or entirely set aside when among us also the hard and bitter fight concerning authority gives place to a more judicial state of mind, and the government of the schools shall show greater signs of shifting their ground.

MODERN METHODS FOR BEGINNERS IN LATIN.

THE boy of the present day has no idea of the advantage he enjoys over the boy of the last generation in respect to ways and means of attaining a knowledge of the ancient languages. No drearier memory haunts the mind of the writer than that of the twenty months or more in his youth devoted to the acquisition of Latin accidence. The theory of his instructors was that the promised land of actual Latin literature was only to be entered after the full tale of disciplinary wanderings through the woful deserts of declensions and conjugations and rules and exceptions, and, above all, the dismal wastes of the manufactured Latin in which Dr. Arnold has embalmed the virtues and vices and miscellaneous sentiments of Balbus. It is painful to think how amazed the well-meaning instructors of that day would have been at the very name of the little book which is now so deservedly popular, 'Six weeks' preparation for reading Caesar.' Yet this name very accurately illustrates the prevailing tendency in pre-

paratory work. It is becoming an established principle with thoughtful teachers that no more in Latin than in English is parrot-like ability to repeat a vast number of grammatical forms and rules an indispensable prerequisite to the reading of an interesting narrative written in a simple style. The mediaeval idea that grammar as an abstract science is well adapted to the development of immature minds has at last succumbed to the stubborn resistance with which such minds have instinctively met all attempts at such development. How many teachers who have ever undertaken to pursue the old plan in respect to grammar, whether of the vernacular or of foreign languages, can recall a single pupil who did not pronounce the subject 'awfully dry'? Such a case is as rare as the juvenile prodigy that professes really to like the old-fashioned arithmetical cube root. But in the skilful evolution of a grammatical principle out of some striking passage of Irving or Caesar, what boy will not find interest?

For the tyro, as for the scholar, the true and natural method of mastering the logic of a language is to seek it in the literature of the language. The consciousness of this truth is the basis of the modern tendency to get the beginner in Latin into immediate contact with Caesar as soon as possible. There is some lagging yet among the older generation of instructors as well as among the less energetic. It requires more labor on the teacher's part to so employ the new method than to cling to the old. Equipping a boy with grammar and reader, and seeing that he memorizes a certain amount each day, constitutes the bulk of the teacher's work under the antiquated system. But to secure to the pupil in three months such familiarity with the forms and meanings of words and the leading principles of syntax as shall prove an efficient armory in the attack on connected prose, demands a degree of discriminating and intelligent care that is to be found only in the really capable instructor. For the presentation of the forms and syntactical principles necessary under the new plan, a large number of excellent text-books have already been offered to the public. It has been left to the thoroughly competent instructor of the Adelphi academy of Brooklyn to furnish a handbook of great value in the acquisition of a vocabulary of Caesarian and Ciceronian words. The basis of the plan presented in 'Latin word-building' is the belief that the aptitude of the juvenile mind for the detections of resemblances in the orthography and sound of words is the most useful quality to employ in the formation of a vocabulary. Accordingly, Mr. Gates has collected in alphabetical order the root-words