

the Latein-lehrer, and the Assistenten. These are appointed by the King, and hold their positions for life, or until excused, superannuated, or raised to a higher position.

The professor receives a salary of 3,360 Marks, or about \$840, per annum; this is increased every five years by 360 Marks, or \$90 per annum; however, for the fourth quintennium, the increase is but 180 Marks.

The Latein-lehrer receives 2280 Marks, or \$570, per annum, which is increased as above.

The Assistent receives 1320 Marks, or \$330 per annum. When superannuated each teacher and professor receives a heavy pension sufficient for his support.

The expenses of the institution are paid directly from the State Treasury, except what is realized from the tuition fees, namely: 33 Marks, \$8.25 from each pupil per annum.

The method is, in the main, excellent, and a degree of thoroughness is aimed at, and attained, particularly in Latin and Greek, a precision and readiness are gained by the pupil almost incredible. I shall not be able to express fully the admiration and astonishment on my part, which a recitation in Latin grammar elicited. It was a third Latein-classe, and about thirty members were present, bright, intellectual, many of them almost spiritual looking little fellows, about twelve year of age. Many showed the evidence of too much work, which is, perhaps, the chief fault of the Gymnasium instruction.

It is the aim of the Germans to make Latin a second "mother" tongue; to teach the student, not only to read it, but also to understand it when read, even to speak it, so far as consistent with the opportunity for practice. This aim is, in fact, realized, as my own observations among the university students testifies. Hence the only true and sensible method for mastering any language is adopted—*translation from one's own into the foreign tongue.*

On the present occasion, nearly the whole exercise was of this character. German sentences, several lines in length, were rendered in Latin by the little fellows *extempore*, with the greatest readiness and facility, while every step was verified by rule. Sentences of considerable length, improvised by the teacher, were translated into Latin with great fluency and exactness. Should the slightest mistake in form, arrangement, or idiom occur, instantly twenty hands were up, and twenty pairs of eyes sparkled with eager intelligence.

The lesson, outside of the impromptu sentences proposed by the teacher, comprized over one and one half octavo pages—a "composition lesson" which would horrify the average American collegian, who has already donned his tall hat and green spectacles.

A recitation in the third Gymnasium-classe (Juniors) in Cicero's orations, and one in the second (Sophomore) in Herodotus, showed the same astonishing proficiency, corresponding to the superior age and advancement of the students. The pronunciation of Greek was flowing and musical, and the dialects were compared with remarkable ability.

No specified amount is assigned as a lesson; no more is gone over each day than can be thoroughly discussed; on this occasion about 17 lines of Cicero and 20 of Herodotus were read. About 10 hours per week are devoted to Latin. The actual quantity of the classics read during the course is not, perhaps, a third more than in an American college; but the quantity written and spoken will bear no comparison.

The Gymnasiast is much younger than the American collegian. While in solid classic and historic (though perhaps not in scientific) knowledge he is much superior to the latter; yet in general information, in manly bearing and development of character, he is far behind him. He is a boy and acts like a boy. He lays no claim to the rights and prerogatives of a