

young man, of a "young gentleman." The Gymnasiast has none of that independent, self-asserting, ambitious air, so peculiar to the American student. He does not trouble his head about politics, or the great events of the day. He has no opinions. He has no institutions of his own, in which he is independent of the teacher—no "paper," no "literary society," no self-conducted public exercises. In a word, he does not exercise his weapons in mimic warfare against the more earnest battle of life. All this is left for the University. Even here much of it is not so fully represented as with us.

Herein is the chief difference between the Gymnasium and the American university; for the method of instruction, the aim of the two institutions is nearly the same—abstract development of the mental faculties; scientific method, personal investigation is not aimed at; this is left for the University by the Germans, by us, it is often left out entirely. Our instruction in common with that of the Gymnasium is based upon second-hand knowledge, the text-book; that of the German university, upon the *Quellen*, the Sources, a great word which plays a great role here, and whose significance we ought to learn.

ELLIOTTE.

Munich, Jan., 26, 1878.

### SELF-RELIANCE.

Any system of education, which does not cultivate the habit of self-reliance in the pupil, is faulty; for, with all the helps and encouragements that man succeeds in obtaining, his success depends mainly upon himself; and any assistance which goes farther than the development of the inherent strength of the individual, becomes a hinderance to true advancement.

We do not mean that spirit which disclaims all brotherhood with those about us; on the contrary, the self-reliant character is often a strength to those who come in contact with him. He would

much rather give than receive, lend than borrow, both of substance and sympathy. If disappointed in the hope of one enjoyment he readily turns to another, yielding to the force of circumstances as cheerfully as possible. He never shirks individual responsibility, but recognizes the fact that—notwithstanding the many influences bearing upon the life of each, strong in power, perplexing in nature, and confusing in multiplicity, there is a point where he must stand in the strength of his own character, and no one can relieve him of his accountability.

The importance of this may be impressed upon the mind very early in life. We well remember our first lesson in this direction outside of the home circle. When about six years of age we were sent to the village "store" with a bundle of "paper-rags," with instructions to purchase just what we wanted for ourselves; but, in our bashfulness, we were unable to think of a single thing which would contribute just then to our enjoyment, and the good-natured merchant wrote a "due-bill" for the nineteen cents, which we were obliged to carry home, sincerely hoping that that would be the last of it. But, no! our usually indulgent father was stern in that matter, and we were obliged to present the bill in due form, and purchase its amount with no help or advice from anyone. And many times in the gliding years have we been glad that such a key-note in our life was thus early struck, for it has never ceased to vibrate; and with all the helps which we have received, and they have not been few, and all the encouragements which have come to us, and they have been many, we have always found ourselves in need of all the self-reliance we could control.

So we end as we began, saying that any system of education which fails to teach self-reliance, is faulty.

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