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## LITERARY.

### GERMAN DEPARTMENT.

Before the year 1885 no separate German Department existed in the University, but it was included in the Department of Modern Languages, with Prof. Boieson in charge. Prof. Jageman, now of Harvard College, was the first professor after the Department of German was organized. In 1889 Prof. Gustaf Kersten came to the head of the department and is still in charge.

During this time the course has been growing in importance and in popular favor. Of the present senior class ten are making German their major subject. The present attendance in the department is 155, which perhaps is the largest number in any one department except that of English. As the department has been growing in favor new work has been added to meet the demands of the student and the progress of the age. More literature is studied than formerly and the work in the history of the language is being extended. The post-graduate work is being more and more emphasized, and it is the intention to give special work to those who have graduated, so that they need not go away from the University in order to carry on the study of German Philology.

The course is so arranged that the first two years are devoted almost exclusively to the acquisition of the modern language, the reading material being chosen merely from a language point of view. During the third and fourth years literature is an important factor and the intention is to give a fair development of the life, customs, and writings of the people. Here one hour a week is also devoted to current reading of Goethe, Schiller, Lessing, Kleist and others; from here the German language is used in the class room more and more exclusively. Elective or post-graduate work consists largely of a historical and comparative study of the literature and the language, with the special purpose in view of observing the reasons, causes etc., and not of simply studying the present conditions. It is the

aim of the instructors to give seniors and post-graduates a correct view of the language—to lead them to see that there is a science of language, and that it is not a dead mechanism, but a living organism with law and order. Thus the student learns to get more than a superficial view, and is taught to see that language is a great branch of nature.

The German Department endeavors to be true to the conditions of the system which characterizes the University of Indiana. Professors Karsten and Osthaus, who were born and reared in Germany, and there enjoyed the advantages of a University education in their specialty, consider it their duty to instruct the students, not only during the obligatory recitation hours but also to assist them individually in private, by means of personal intercourse. Mr. Howe, who has been elected as an instructor this year, also takes great interest in the advancement of the members of his class. One new phase introduced to help the student in his study is the organization of a small German club, which along with social intercourse, takes upon itself the study of German songs. Popular and student songs, gay and earnest, are sung in chorus or solo. Thus in the most pleasant way a clear understanding of the spirit of German life is awakened within the student; at the same time by means of these songs familiarity with the German language is much increased.

The purpose of the undergraduate work in German is to prepare teachers to present this subject in common and high schools, or to give elementary instruction in higher institutions. The last two years' work is intended for beginning German specialists, and leads into a comparative study of the Germanic languages. This course aims at healthful methods in language and literature research and stimulates the student to original investigation. The main ambition is to develop a school of Germanistic study. The professors of this department believe that the

Americans ought to get the best of the Germanic life and assimilate it, recognizing that "Isolation is a curse." They act on the principle that German should be taught at the University for its own sake and not only for immediate "practical use," or as an "accomplishment." From the point of view of a true American education, German should be taught in every high school of the land, as English is taught in the corresponding institutions of Germany.

The methods in this department are based upon the belief (1.) that the student should work with the intellect and not solely with the memory, and (2.) that the teacher should teach, as well as hear his classes. The student is taught to analyze and to understand—to work from what he already knows, to build upon what is known, to not look to the dictionary too much, to work intelligently and not mechanically. The so-called natural method is considered the proper one for the instruction of children; but what is natural to the child, does not satisfy men and women who can grasp rules and through one law understand a number of individual cases. Therefore the study of grammar precedes and accompanies the practice in speaking and writing. Compositions are written and supplementary reading is insisted upon in all the lower classes.

Dr. Gustaf E. Karsten, professor of Germanic Philology, was born on the farm near Marienburg in Germany (Prussia) on May 22, 1859. He attended the gymnasium near Marienburg and graduated in 1878; he studied at the Universities of Leipzig, Königsberg, Heidelberg, Freiburg; in 1883 he took the Ph. D. degree at Freiburg; he studied at London, Paris and other places from 1883 to 1886; in 1885-86 he taught Germanic and Romance Philology at the University of Geneva, Switzerland; in 1886 he became professor of Romance Languages at Indiana University; since 1889 he has been professor of Germanic Philology as stated above. Prof. Karsten is well prepared for the work in which he is engaged. He has done extensive work outside of his University teaching, and has contributed many original articles for various magazines, papers and books. In London and Paris he studied the first-hand

material in the shape of old French and German manuscripts, some of which he copied for future publication. He did this work with Philology specially in view and it has well prepared him for a comparative and historical study of German. Among a score or more of his articles, written in English, German and Italian, and published in the American and German publications, may be mentioned "The History of the Old French Consonants" (Freiburg in Baden, 1884), "Paul's Principien der Sprachgeschichte" (Modern Language Notes); "Speech units and their role in Sound changes and Phonetic Law," (Transactions of the Modern Language Association), "Indo-European u after consonants," "Etymologien; Sievers, (Paul und Braune) Beiträge zur Geschichte der deutschen Sprache und Literatur," "The Psychological Basis of Phonetic Law and Analogy," and "Faust Studies." Many others of equal merit, some of which are exhaustive reviews, have been extensively recognized. Prof. Karsten is in line with the progressive spirit of the age and believes it is the university teacher's duty to dig up new material to present to his pupils for assimilation. He believes that education can be gotten from all departments of study and thinks that in the great field of science each part is equally worthy of a thorough treatment and of a scholar's earnest occupation; he is liberal in his views and would not belittle his colleague's speciality and claim the character of scholarship for his work alone, but rather would he let every one come bravely forward with the result of his studies, believing that every good work will be welcome, whether it be in pedagogics or phonetics, literature or syntax, on English or Volapuk. Broad minded and possessed of a very liberal spirit, Dr. Karsten appreciates the fact that all men are brothers and he lives in accordance with this principle. He is a member of the Lutheran Church and is a Knight of Pythias. In his home he is kind and affectionate, and in the classroom he is pleasant and polite, always placing the greatest confidence in his students, whom he is ever ready to aid in their work. He is bold in thought, and conservative in practice. He is earnest and meditative, but at the same time jolly and entertaining. In the classroom no one sees his temper ruffled, but he brings energy and sunshine to lighten and to brighten, and it may be said that his students are always his friends.

J. M. CALLAHAN.