

provide that sound basis of educational training which is necessary in common to all the leaders in every branch of national life. There is no specialization, as in the case of our own and the French higher primary schools, except in so far as two classes of leaders are recognized, viz., those whose occupation will require that their secondary education should be supplemented by that which the University can alone provide, and those who will supplement it by a course of special training in a technical school. The first thing that strikes anyone who visits these schools, or who even studies their curricula, is that the highest expert knowledge has been brought to bear on their organization. This strikes an Englishman particularly, as it is the last thing which he expects to find in State Schools. But, where a whole people is stimulated by the national ideal, official jealousy of the expert is not likely to be tolerated where the latter's advice is essential to the development of any branch of national life. Government by ignorance is a pretty political theory, but it has never met with much favor in Germany. It has, indeed, been tried in our own country, but, as far as education is concerned—not to mention other matters which are just now uppermost in everybody's mind—it has lamentably failed. It is, doubtless, owing to Germany's willingness to make all possible use of the expert that the refusal to specialize in secondary education has been so steadfastly maintained. It is instructive, for instance to study the time-tables of the Oberrealschulen, which are intended to meet the same require-

ments as our modern secondary schools with their schools of science. In the German schools the following are the subjects taught. I arrange them in the order beginning with that one to which the greatest number of hours are devoted:—French and mathematics head the list, next comes German with national history, then history and geography bracketed together, English, religion, freehand drawing, physics, natural history, chemistry and mineralogy, writing. We can only hope that many of these English schools—of the inside working of which the public knows nothing—show more sound educational sense in the framing of their time-tables than those of our secondary and higher grade schools which have been under the direction of a Department of the State.

As I have already said, the German system is well known in England. We—with that extraordinary and dangerous faculty which we have recently acquired of imitating foreign educational systems and methods in the absence of any pronounced ideals of our own—built a number of technical schools, with the avowed intention of providing similar facilities for our industrial classes as were to be found in Germany. The consternation of various English municipal deputations who visited Germany, when they discovered that one of our State Departments had encouraged them to end our technical education at an age when the German boys started theirs, was, when expressed in words, the most telling protest which has yet been made against government by ig-