

mercial teacher) must be super-added strong business interest, a wide range of knowledge, and a systematic study of commercial methods. In fact, one of the great services which a Higher School of Commerce might render to a community is the training of teachers of commercial subjects for day and evening classes in polytechnics and commercial schools.

### V.

It is characteristic of Germany that this function of training teachers of commercial subjects has been put into the forefront in many of the memoranda which have recently appeared in that country in favor of the establishment of Higher Schools of Commerce. Strictly speaking, until the present year there has not existed in any part of Germany an institution with aims precisely analogous to those of the Institut Supérieur de Commerce at Antwerp. There is, indeed, an abundance of commercial evening continuation schools and commercial classes of excellent quality. Municipalities and commercial societies of various kinds have been forward in providing young clerks and others with opportunities for acquiring commercial knowledge and other aptitudes of value in business life. Such classes, for example, as those arranged in Hamburg by the "Verein für Handlungskommis von 1858," or in the Handelslehranstalt, at Leipzig, by the municipality of that city, are typical of a great number of similar efforts which have been made all over Germany, not always on a similar scale, but, nevertheless, on the same kind of basis and with similar objects in view. A good account of all these will be found in a work on commercial continuation schools by Dr. Stegemann, Syndic of

the Chamber of Commerce for the Duchy of Brunswick.\*

Moreover, Germany has a system of non-classical secondary schools, which, in point of laying a suitable foundation of general knowledge for those intending to devote themselves to business life, is probably without a rival in the world. No other nation has so systematically built up its fabric of intermediate day schools. The process has been a long one; its directors have been satisfied with nothing short of a very high level of intellectual attainment, and the commercial results of this widely diffused liberal education are only just beginning to show themselves. Non-classical education in Germany has made great strides during the last ten or fifteen years. The young men who have had the advantage of such a training are only just beginning to come to the front in the business world.

Prussia alone is turning out youths thus trained at the rate of thousands a year.† The ultimate effects of this process will doubtless be considerable. His inquiries have convinced the present writer that the world has only begun to taste the effects of the *first rate* non-classical secondary education now

\* Kaufmannisches Fortbildungsschulwesen. II., Der gegenwärtige Stand, von Dr. Stegemann. (Braunschweig, Albert Limbach, 1896.)

† Cp. articles on "The Realschulen of Berlin, and their bearing on modern Secondary and Commercial Education," and "The Oberrealschulen of Prussia," in the volume of "Special Reports on Educational Subjects, 1896-97"; and the articles on "Problems in Prussian Secondary Education," on "Modern Language Teaching in Germany," "Curricula and Programmes of Work for the Higher Schools of Prussia," "The Teaching of Foreign Languages," "The Teaching of Modern Languages in Frankfurt," "The Training of Modern Language Teachers in Germany," and "The Higher Schools of the Grand Duchy of Baden," in the present volume.