

on the streets, has often recalled to my mind the wise words of Mr. Findley once addressed with much emphasis to a body of teachers. Referring to the ever-recurring fad of making education a mere pleasant recreation, he said, "Fellow-teachers, school work isn't play, and you can't make it play."

Note a hundred German soldiers with their uniforms and their knapsacks, and a hundred German school boys with their colored caps and their school knapsacks, and you see that the two companies have much in common. The school boy feels that he is already under marching orders; that the state is watching each day's attendance at school and the work that he does. He eats plain food, is rarely out at evening entertainments, and less rarely hears the sentiment that all school work for a child is cruel or unhealthful.

As is well known, Germany excels any other nation in the number and variety of its technical schools. In these schools all branches of technical education are taught with special reference to actual utility in business. In a large manufacturing plant near this city are employed at all times as many as one hundred and fifty expert chemists. These men are nearly all doctors of philosophy from German universities, men trained by the schools for the positions which they hold. This is but a single illustration of what one sees on every hand. This technical education has been an important factor in the marvellous industrial growth of the empire within the past decade. The concern to which I have just referred sends to the United States more than twenty thousand dollars' worth of its product every week, and goes into every other great market of the world. In the Exposition of 1889

France easily carried off the laurels for the excellence of her electrical exhibits. In the Exposition of 1900, Germany was far in the lead of France. Her thorough technical training was everywhere in evidence. The plan to found a great technical school at Pittsburg, just now taking shape, points to an educational awakening among our own people that is full of promise. Much has been done by the schools we have; but better equipment and a wider scope of training is yet to be desired.

The German is a specialist. He, as early as possible, chooses his career and devotes himself to it. Ask him as to processes of manufacture, other than in his own line, and he knows less than the average American of the same station. His ignorance of his neighbor's business surprises you. Ask him as to the processes of his own line of manufacturing, and he can tell you every detail. He is trained in the mastery of details, and where that mastery counts for success, the German succeeds.

The German is a linguist. He acquires language easily and is taught French, and generally English, early in his school course. It is not uncommon to meet young Germans who speak three languages quite fluently. Ask them where they acquired their English, and they will tell you in the German schools. Just now there is a growing interest here in the study of modern languages, and especially in the study of English. It is safe to say that an industrial motive is mainly back of the movement that is relegating Greek and Latin to the rear. A marvellously widening commerce admonishes the German authorities that the schools must teach the languages of that commerce. There can be no question