

system of education a really good one we have got to raise to a higher point of efficiency all manner of institutions in every grade of education; then we realize also that the task before us, so far from being less difficult than that which has

already been attacked by other nations, is even greater and more complex, and that it will involve a larger outlay, not of money only, but, what matters so much more, of love, sympathy and fellowship on the part of all concerned.

SCHOOL WORK IN GERMANY.

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IN a recent editorial in the London *Daily Mail* reference is made to the remarkable progress of the German Empire in various lines during the past few years. The writer says, in accounting for this progress, that Germany cultivates the creed of efficiency; that she puts the right man in the right place without regard to station. While the manifest purpose of the article is rather to prod England than to extol Germany, there is much truth in what is said of this busy empire. The German is efficient. He seeks results. He may work with inferior tools, and appliances, and may, in some respects, be behind in his methods, but he is thorough in what he does.

In German school work efficiency is the watchword. One hears more in this country than in the United States of education as a means to earn a livelihood, or as an essential to a professional career, and less of it as a mere ornament, or as an aid to citizenship or a source of personal influence. The German believes thoroughly in compulsory education. Illiteracy is intolerable in his view, but whether the boy or girl shall go beyond the course required by the state, depends upon what he or she is to do. I recently said to a teacher of large experience, "You have a boy fifteen years of age. If he were to go to twenty-five of the

leading business men of this city and ask them whether he had better complete the more advanced work of the city schools, what would these men say?" He replied, "Oh, that would depend upon what the boy is to do. Of course if he is to go into business or to learn a trade, they would not advise him to go through school." When I told him that our business men would, as a rule, advise the completion of the High School course, whatever the business calling of the boy was to be, and cited the case of a young graduate of my acquaintance who had gone from school into his father's barber shop, he seemed much surprised, and said, "What good would his education do him in a barber shop?" The value of education as an aid to good citizenship and as a source of influence had not impressed itself on his mind as it would upon that of an American teacher.

School work with the German child is a serious business to which, while school is in session, he seems to devote his entire attention. It is next to impossible to obtain permission to visit a city school, because of the unwillingness of those in charge to have the children in any way disturbed in their work. The demeanor of the pupils as they hurry to school these winter mornings, while lanterns are yet moving