

GERMANY.¹

INTRODUCTION.

So much has been written concerning education in Germany by those who have had exceptional opportunities of studying it that, even were it requisite, a merely casual visitor cannot hope to add anything material in detail, or in comments upon its immediate effects. I, therefore, do not attempt it. But one who has been long resident in a country remote from the near influence of German atmosphere and system, and who, on visiting Germany for the first time, views everything with a freshness not possible for others living there or near, may perchance be able to present some of the distinctive features in a new light.

I therefore purpose only to mention the opportunities I have had for making inquiries; the result of those inquiries; and the general features of German education; with a notice of some material differences between the systems of the different States—differences caused by their having complete control over their respective educational matters.² Scope of remarks.

OPPORTUNITIES FOR INQUIRIES.

The sources of information which have been availed of by me in making inquiries have been the late Lord Ampthill, recently British Ambassador at Berlin (to whom I was accredited by the Foreign Office, and who gave me his views upon German education), and many high educational authorities, amongst whom I may mention the following: Dr. Ludwig Berthold,³ a school Inspector at Berlin, with whom I saw there infant- (Kindergärten), primary-, and secondary-schools; Dr. Zupitza, Professor of English Language and Literature at Berlin University; Mr. John L. Bashford, M.A., Trin. Col., Cam., one of the lecturers at Berlin University, and author of "Elementary Education in Saxony;" Professor Heinze, then Rector Magnificus of Leipzig University, and Dr. Wülker, Professor of English Language and Literature there; Professor Haeckel,⁵ of Jena⁶ (the renowned pupil of Darwin); the late Dr. Stoy, then lecturing professor and principal of the training college at the University of Jena (pupil of Pestalozzi,⁷ and friend of Froebel);⁸ Professor Napier, then of the University of

¹ See also—

(a) Mr. M. Arnold's (May, 1886), Special Report on—
 (1) Free education;
 (2) Quality of education;
 (3) Status, training and pensioning of teachers; and
 (4) Compulsory attendance, and release from, in Germany, Switzerland, and France;
 (b) First report of the Royal Commission appointed to inquire into the working of the Elem. Ed. Acts, Eng. and Wales (hereafter termed R.E.C.), espec. Mr. M. Arnold's evidence; and
 (c) Amer. Commr. Rept., 1885, for 1883-84, pp. 210-212. Dr. Rigg (one of the above Commission) designates Germany "the pattern country of the Continent in respect of education."
 "In educational as in military organization she is unrivalled."—Dr. R., pp. 11 and 13.
 Note remarks in the "Edin. Review," July, 1886, p. 257, respecting the love of learning having penetrated in Germany to the lower- and middle-classes.
 For preliminary results of German Census taken 1 Dec., 1885, see Proceedings Royal Geog. Soc., April, 1886, p. 270.

² "An eminent pedagogue and savant of France (Michel Bréal, member of the Institute) in the 'Dictionnaire de Pédagogie,' finds one of the principal causes of the supremacy of Germany in the matter of popular education in the exceptional division of the nation into so many independent sovereignties. A sort of emulation was created among them, and thus the improvements realized at any one point were gradually adopted by the entire nation. The same emulation continues to this day."—Dr. Philbrick, p. 7.

³ Author of "Katalog von Jugendschriften für die Oberstufe der Berliner Gemeindeschulen, &c. Berlin, 1882."

⁴ Note remarks by Mr. Mundella on Saxon education, I.E.C., vol. 13, 200 and 195.

For details of Saxon system, see—

(a) Mr. Bashford's book. Sampson, Low, and Co., London, 1881;
 (b) "Technical Education in a Saxon Town," by H. M. Felkin. Kegan, Paul, and Co., London, 1881;
 (c) "Technical Education in Saxony," "Fortnightly Review," 1881, pp. 91-97; and
 (d) R.C., vol. 1, p. 23, and Appendix 5 of vol. 5.

⁵ See *P. M. Budget*, 27 May, 1886; and curious reference to him in "The New Abelard," by R. Buchanan, p. 83. Chatto and Windus, London, 1885.

⁶ "The Battle of Jena, which deprived Frederick William the Third of half his dominions, had the effect of turning his mind to the true source of a nation's power—the right education of its people."—"Journal of Ed., 1 July, 1886, p. 282.

⁷ For recent biog. notices, see "Journal of Ed.," 1886, May, p. 193; June, p. 230; July, p. 277; and Aug., p. 327.

"Fichte, in his Address to the German people in 1807, declared, in speaking of education, that Pestalozzi's plan was the only one to be followed in reforming public instruction."—"Journal of Ed.," July, 1886, p. 282.

"The great secret of his success was his loving presence amongst them (the children) from morning to night, and night to morning: he never left them," p. 278.
 Note curious discussion of Pestalozzian doctrines at Congress of over 1,000 elementary teachers, held at Hanover on 15 June, 1886."—"Journal of Ed.," 1 Aug., 1886, p. 320.

⁸ Delegate from Germany (Saxe Weimar) at Int. Ed. Conf., see—

(a) Vol. 16, pp. 81 and 82, paper on "The Training of Teachers;" and
 (b) PP. 296 and 297, address on "Modern Schools in Germany;" and see also—
 (c) P. 133.