

General Features.

where the teacher does not possess the necessary diploma from a "Wissenschaftliche Prüfungs Commission,"¹ he must hold one from a Seminarium or normal school.²

Sources of
income of
State schools.

(11.) The revenue of the primary, and generally of the secondary schools,³ is the first instance, and mainly derived from the direct local taxation already referred to, levied by municipalities and communes,⁴ and from fees,⁵ with aid from the State in case of need.⁶ But Polytechnics and universities are under the immediate care of the State.

System of
management.

(12.) In each State the supreme educational control for such State⁷ is vested in a Minister who has the universities and Polytechnics under his immediate charge. Under the Minister is a State Board; and there are also Boards for the respective provinces and districts, and School Committees in each parish.⁸

School libraries.

(13.) Not only is there as a rule a school library for pupils, but a school library for teachers, as part of the regular apparatus of a school.

MATERIAL DIFFERENCES BETWEEN STATES.

The material differences between some States in educational matters relate principally to the—

Gradation of
schools.
Conditions
relating to
religious
instruction.
Payment or non-
payment of
school fees.
Compulsory
attendance or
otherwise at
supplementary
schools.
University
regulations.

(a) Gradation of schools;⁹

(b) Conditions relative to providing religious instruction;¹⁰

(c) Payment of, or freedom from, fees;¹¹

(d) Compulsory attendance at supplementary schools;¹² and

(e) University regulations—as, for instance, at Leipsic and Jena, where students unable to pay may, by petition, obtain leave to attend without fees.

¹ The Commission consists for the most part of university professors; but not only of such. Only universities confer degrees.

² "The law by which it is forbidden in Germany to give instruction in any subject without a proper certificate, or other qualification, has lately been extended to private teaching."—"Journal of Ed.," 1 Oct., 1886, p. 415.

See also R.E.C., Mr. M. Arnold, 5389 and *seq.*

³ For Table "Showing Expenditure in Public Secondary Schools in Saxony, and the sources whence it is supplied," see Appendix table (C) to Mr. M. Arnold's (May, 1886) report.

⁴ See also—

(a) R.C., vol. 1, pp. 515, 22, and 23;

(b) M.C.E.; and

(c) R.E.C., Mr. M. Arnold, 5334, 5321 and *seq.*

For Saxony, see—

(a) Mr. Bashford's book, pp. 11 and 12; and

(b) Mr. Felkin's book, p. 17.

Prussia—

B.E. rept., pp. 535 and 536; Amer. Commr. Rept., 1885, p. 211; and espec. R.E.C., Mr. M. Arnold, 5349 and *seq.*, and 5379 and *seq.*

⁵ See also Amer. Commr. Rept., 1885, p. 211.

⁶ See also R.E.C., Mr. M. Arnold, 5321.

⁷ Note Mr. Philbrick, p. 7.

⁸ See also B.E. rept., p. 536; Amer. Commr. Rept., 1885, p. 211; and espec. R.E.C., Mr. M. Arnold, 5244 and *seq.*, 5339, 5334, 5444 and *seq.*, and 5505 and *seq.*

⁹ For instance, note—

(a) R.C., vol. 1, p. 22.

(b) Mr. Felkin's book, "Summary of Saxon Schools."

¹⁰ For instance, at Berlin, see note *supra*; whilst in Saxony "the religion professed and taught by a particular school is the religion of the majority of the parish." See Mr. Bashford's book, p. 7.

¹¹ For instance, whilst in Berlin elementary instruction is wholly gratuitous, in Saxony it is not. See Mr. Bashford's book, p. 18; and also B.E. rept., p. 531.

¹² Compare Prussia and Saxony.