

Sundays are free; there are two half-holidays a week, and the regular holidays (*Haupt-ferien*) subtract a sixth part of the year. With such periods of relaxation, 32 hours per week, in light, airy, and spacious school-rooms, properly furnished with tables and benches (*Subsellien*), cannot be too much; the Minister sees therefore no reason to diminish the school hours, but strictly enjoins that they be in no case and under no pretext exceeded.

*Arrangement of Lessons.*—Each *Gymnasium* is allowed to adopt such an arrangement of the various lessons as may be deemed most suitable to its own circumstances and requirements. The Instructions have annexed to them, however, a scheme, designed to serve as a guide and model (*zur leitenden Norm*). (This scheme, with the subsequent modifications, will be found at the end of the Abstract of the Instructions of 1856. The figures denote the hours to be devoted in each week to each subject.) This scheme is not obligatory as a whole, but there are some points on which no deviation from it is allowed. The number of hours which it assigns to Religion, Languages (and particularly to Classics), and to Mathematics, must not be diminished, these studies being the most important factors of the result which the education of the *Gymnasien* has in view. French is not to be begun below the third form, one new language (Greek) having already a place in the fourth, and the subordinate object at which French aims—a practical acquaintance with a useful tongue—being attainable at a cost of two hours a week during the six years which, as a rule, should be spent in the three upper forms. Natural History may be substituted for Physics in the second form. Boys who have a special talent and inclination for Drawing or Singing are to be allowed to pursue them in the upper as well as in the lower forms. It is recommended that, to avoid confusing the boys' minds, two successive hours should be assigned, where it is practicable, to one subject, so that three, or at most four subjects, be taken in the day, and that the subjects requiring the closest attention should occupy the morning hours.

*Work done at Home.*—This is a very important part of the studies of the *Gymnasien*, and great care is to be taken that it be effective, and on the other hand that it occupy not too much of the boys' spare time. It affords the best test of the degree to which the boy has apprehended what he is taught and has made it his own. It should consist partly of tasks set and looked over; but a portion of time, varying according to the boy's form and capacity, should always be left for private reading of Greek, Latin, and French classics, in which the office of the teacher is rather to guide than to compel. The general subjects to be given for home work are to be settled at each half by the Masters in conference, and distributed by months, weeks, and days. There must be a task book for each form, so that the tasks set, and the amount of time thus engaged, may always be ascertainable at a glance by the Form-master or the Director. The Master of each form is bound to look over the tasks of his whole form once a month at least, and the Director must once a month at least look over all the tasks of some one form. He is strictly enjoined to be vigilant in restraining the practice of setting for German and Latin essays subjects of too abstract a character, and of which the boys have no knowledge, to bring out "what are called their own thoughts" (*bei welchen der Schüler über ganz abstracte oder ihm unbekante Gegenstände sogenannten eigene Gedanken produciren soll*), a practice, the Instructions say, which is too common, but which can but torment the pupil and is discreditable to the teacher. It is the duty of the latter, on the contrary, not only to give a theme which the boy can in some degree master (*einigermassen beherrschen*), but also to explain clearly the point of view from which he wishes it treated.

*Progress from Form to Form.*—In each of the three lower forms, every boy should remain one year, a period not long enough to weary and discourage him, yet long enough to make him feel the difficulty of the form-work, and enable him to master it thoroughly without an undue strain upon his powers. In each of the three upper forms the regular period is two years, but as to this no absolute rule can be laid down. At a more advanced age it is not necessary to guard so carefully against over-exertion as it is in the lower forms, and a boy's rise may therefore be accelerated by ability and industry. Promotion, however, must depend on proficiency, not in one branch of study only, but in all; not that equal progress is required in all, but no boy can rise from one form to another unless in all the principal subjects he has reached that grade of knowledge which the standard of the higher form requires.

*Gymnastics* are not compulsory; but it is desirable that the opportunity for such exercises as conduce to health and activity, under a competent teacher, should be offered to those boys who, or whose parents, wish it. The expense may be paid either by a small extra fee from those who practise, or by a trifling addition to the quarterly payments received from all the scholars.

*Manner of Teaching.*—It is a frequent subject of complaint, that whilst in the elementary schools a remarkable advance has been made during the present century in the method and practice of

instruction, this improvement has not extended to the higher schools. The younger masters in the *Gymnasien*, it is alleged, do not pay sufficient attention to the difficult art of teaching (*die schwere Kunst des Unterrichtens*); they are too apt, instead of thoroughly grounding their scholars, to overwhelm them with a mass of undigested knowledge; and they try rather to lecture like University Professors, than to teach like schoolmasters; their instructions want life and animation; they fail to accommodate themselves to the capacity of young minds, and they are unable to penetrate, keep on the alert, and handle successfully large masses of boys; and they are too apt to attribute the unsatisfactory results which too often follow, especially as regards proficiency in the classics, in German, and in history, to the stupidity and idleness of their pupils instead of the right cause. The Minister cannot and does not undertake to decide how far these accusations are just; all that he can do is to place them without disguise and in the strongest light before the eyes of those whom they concern. The teachers, by assiduous attention, careful study of the best methods and examples, and diligent practice; the Directors by watchful supervision, by frequently taking forms themselves, and by counsel and suggestions, given at the *Lehrer-conferenzen*, and to the aspirants during their trial year; the *Schul-collegien*, by a judicious selection and promotion of teachers, by introducing the best school-books, and by making use of the opportunities afforded by examinations and periodical inspections, may remove all pretext for these charges, and they are earnestly enjoined to do so.

#### INSTRUCTIONS OF 7TH JANUARY, 1856.

*Modifications of prior Scheme.*—*Philosophische Propädeutik* is no longer to count as a separate branch. The substance (*wesentliche Inhalt*) of it, viz., the elements of logic, may be included in the teaching of German. The two hours of German in Form I. are, therefore, increased to three; but the *Collegien* are allowed, if they think proper, to entrust the subject to the mathematical teachers, and to increase the time assigned to mathematics accordingly.\*

*Religion.*—The two hours are increased to three in Forms V. and VI., to give time for Bible reading and Bible history, and for catechetical instruction. If the number in form be very small, the time may still be two hours.

*Latin and German*, being entrusted to one teacher for each of the two lowest Forms, 12 hours a week are enough for the two. Where the number in Form is large, and the division of the subjects between the two teachers inevitable, three hours may be given to German.

*French* is to begin in Form V., and the hours in that Form to be three.

For *History and Geography* the hours in Forms I. and IV. to be three instead of two. In V. and VI. historical instruction is to be confined to Bible history and to those facts to the imparting of which the Geographical instruction (two hours weekly) gives an opening.

*Natural History*, in the Fifth and Sixth Forms, is to be omitted wherever, in the opinion of the *Collegium*, the school does not possess a teacher capable of making it intelligible and interesting to young boys. In such case the Sixth will give one hour more to Geography, and the Fifth one hour more to Ciphering. The Geographical teacher should, however, take occasion to bring in the subject, in dealing with his own. It is to be omitted in the Fourth, since both Greek and Mathematics begin in this Form. If there is no competent teacher of Natural Science for the Third Form, one additional hour is to be given to History, and one to French. The History of Brandenburg and Prussia is always to form part of the work of the Third.

*Writing* is omitted in the Fourth Form. Teachers of all Forms above the Third are to be particularly attentive in requiring all school-work to be fairly written; and on this, as well as on other accounts, the written work is to be kept within its proper limits.

Hebrew, Singing, and Gymnastics are omitted in the new scheme, because the time given to them is wholly or partially out of school hours.

*No Deviations to be allowed.*—Deviations from the Scheme are not henceforth to be allowed, except such as have been first submitted to the Minister of Education, and received his sanction.

No dispensation from the study of Greek is hereafter to be allowed, except with the approval of the Provincial *Collegium*, in small towns where there is not, besides the *Gymnasium*, a *Realschule*, or a *Höhere Bürger-schule* in which Latin is taught. Whenever such a dispensation is granted, the boy is to be informed that he is thereby excluding himself from the final (*abiturienten*) examination.

These Instructions, like the others, conclude with an urgent appeal to Directors and Teachers of Schools to amend the defects com-

\* This subject was introduced under the influence of Hegel, in 1826.