

there appeared to be little inclination that way, as the majority of the pupils wished to become "real popular schoolmistresses."

II.—AUSTRIA.

The school system of the imperial state takes from year to year a higher flight. Recently, the government has remedied many evils, by elevating the teachers to the dignity of officers of the state, establishing fixed salaries, and conferring numerous distinctions on the most deserving among them. What is still wanting concerns the communes. These will not yet understand that they themselves derive the greatest benefit from well arranged schools. On the passing of the act for the abolition of the revenues in kind formerly received by teachers and clergymen, they hastened to abolish these as quickly as possible, whereby the income of many teachers' appointments was reduced by from 80 to 40, and even 60 florins; but nobody thinks of an amelioration of this result, and so very often the best teacher must suffer want.

It is natural, in the inequality of the political elements of this state, that the popular schools should by no means exhibit everywhere the same degree of efficiency. With the excellently organized schools of the German crown provinces, Bohemia and the Lombardo-Venetian kingdom, the defective schools of the Slavonic countries will bear no comparison. The schools of North and East Hungary, also, where the Slowack-Ruthenian and Wallachian tribes dwell, shew, according to the recently instituted conscription, a lamentable degree of inefficiency; but still this condition must by no means be looked upon as the rule for all the school establishments of the whole of Hungary, as even this country possesses, besides a considerable number of good schools, numerous other excellent educational institutions. And even the defective schools are at least schools; the children receive some instruction, though it is circumscribed.

The new life, which streamed into all branches of the administration with the government of the present emperor, has had also the most salutary influence on popular instruction. The ministry for instruction took into its hands the organization and administration of all educational institutions. Newly-written school books took the place of obsolete ones, the number of subjects in the *Gymnasiums** was increased, and for these, as for the higher studies, a new mode of examination was introduced. Concerning the training of teachers, new regulations appeared, and, in particular, teachers of *gymnasiums* were required to show themselves qualified for the office by passing strict examinations. The immediate superintendence of the head and assistant teachers is committed to clerical authorities, who receive the title of *School District Superintendents*. Besides this, commissioners of the ministry of instruction journey through the crown provinces, at times not determined, in order to acquaint themselves with the working of the schools.

The former fourth classes of the head and normal schools have been converted into *Unterreal Schulen*, with two, rarely with three classes, whose subjects of instruction have been properly regulated, and increased in number. These *Unterreal Schulen* have, besides the furtherance of general education, the special object of spreading the knowledge and skill which are indispensable to the higher prosperity of industrial and commercial activity. At the same time, they afford those scholars who intend to continue the studies of the *Realschule*, the requisite preparation. Of these schools there are at present in all 103, with 10,813 scholars, to which must be added five private ones, with 829 scholars.

Besides these *Unterreal Schulen*, there are the following independent *Realschulen*,† with from three to six classes: two in Vienna and Prague respectively, and one each in Reichenberg, Brun, Linz, Ellbogen, Salzburg, Klagenfurt, and Laibach. By a ministerial order of the 12th of December, 1852, separate schools were established for the apprentices of the manufacturing and trading classes, in which they

are instructed, on the Sundays, in drawing, commercial geography, and other branches of knowledge. In the same way, by the army regulations issued by the commander-in-chief, the military boys' asylums, of which each infantry regiment formerly had its own, were converted into upper and lower asylums. From the former, the pupils pass either into cadet schools or active service.

Of great importance is an order of the ministry of instruction, according to which all school books are henceforth to be printed in the same orthography as occurs in the primer.*

III.—BAVARIA.

The name "German Workday Schools" is applied in Bavaria to all schools which do not belong to the category of Latin or Trade Schools; to all the lower town and country schools therefore. Each of these schools is under the special inspection of a school inspector, who is a Roman Catholic or Protestant clergyman. These school inspectors are under a District School Inspector in the country, and in the larger towns they are under a Local School Commission. The president of that in Munich is the royal Director of Police. The real direction of the schools lies in the hands of the Local School Commissioner; he visits them, holds the teachers' conferences, and examines the schools and teachers, has to give his opinion on all matters affecting the school system of the town, and the like. As the office work makes great demands on his time and strength, he can in reality concern himself but little about the school itself, still less read the most important educational writings which appear. Over the Local School Commissions and District School Inspectors stands the Government, in which a School Referee is appointed. To fulfil the obligations of a school referee in Upper Bavaria, exceeds the strength of one man, even if he works day and night; it requires a degree of omniscience, to be able to give a correct decision in every case. The highest school authority is the ministry of public worship and instruction, in which the decisions on school matters have to be delivered, not by men familiar with the school system, but by lawyers.

The number of German workday schools in Munich, in 1847, was 21, in which 3,670 boys and 3,738 girls were taught; if we add to these the scholars of the various private girls' schools, the number of scholars may, without exaggeration, be set down at 8,000. The school instruction lasts from the middle of October till the end of August, so that there is a vacation of six weeks, besides which there are the different holy days. The weekly number of school hours is twenty, but at the Protestant school twenty-three. The attendance at the after-school or repetition lessons belongs to the category of private instruction, and is dependent on the will of the parents. Children are not admitted into the schools before they have passed their sixth year; and no child is allowed to leave the school before his twelfth year, or rather before he has attended school regularly for six years. After this time, if he does not enter any higher institution, he is obliged to attend the Sunday school. There is nowhere a deficiency of the means and appliances of teaching; the magistrate provides, without hesitation, everything that is necessary. In the case of poor and needy children, the very small school fee is lowered or entirely remitted, and even books and materials are supplied to them gratuitously.

In 1847, 126 masters and mistresses were employed. The salary of an ordinary master amounts to from 400 to 600 or 700 florins, that of a mistress to 400 florins. The reason why only mistresses are appointed in the Roman Catholic girls' schools, is perhaps to be traced to the cloisters, in several of which there are girls' schools. As reported, it is at present the intention to introduce also the French school brothers, although there is no want of teachers whatever.

There are in the government districts of lower Bavaria, 690 schools and 750 teachers, besides assistants. These schools are under 47 district inspectors, and 8 town school commissions. There are 100 schools with an income of 156—200 florins; 200 schools with 200—300 florins; 150 with 300—400 florins; 100 with 400—500 florins; and 40 with 500—600, and even 700 florins.

In Upper Bavaria, there are 808 schools; of these there are 57 which yield an annual income of 500 and even 800 florins.

While, in various German countries, the instruction in practical subjects is strikingly circumscribed, in Bavaria the importance of such subjects appears to be recognized in the popular schools, for as early as the year 1852 the teachers and school inspectors were required, in pursuance of a ministerial decision, to state what books they used as the basis of this instruction, and to give their opinion upon their merits or defects, as the ministry intended to introduce more unity into the teaching of the so-called subjects of public utility, but at the same time to give this instruction a more direct bearing on the future callings of the scholars, and to make the rural population more alive to agricultural observations and improvements. Since then a still greater advance has been made in this direction. At the beginning of the winter half-year of 1853, a teacher was summoned to Munich from each

* Important, the writer means, because the orthography of the Austrian primers is to a large extent obsolete.

* The *Gymnasiums*, Real Schools, and Trade Schools, constitute the department of secondary instruction in Germany. The *Gymnasiums* aim to prepare pupils for the university, and subsequently for the professions of law, medicine, theology, or public office: they correspond to our grammar schools. The Real Schools prepare pupils to engage in commerce, trade, architecture, engineering, and other kinds of practical business. The Trade Schools give a more special education for the mechanical arts and higher trades.—*END*.

† The name "Real School," was first applied to a school founded at Berlin, in 1747, by Counsellor Hecker. At the period in which this school was founded, Latin and Greek were the exclusive objects of study in the learned schools, and the avowed purpose of this establishment was, that "not mere words should be taught to the pupils, but realities, explanations being made to them from nature, from models and plans, and of subjects calculated to be useful in after life." Hence the school was called a "Real School," and preserves this name, indicative of the great educational reform which it was intended to promote, and the success of which has been, though slow, most certain.—See the account of the Royal Real School of Berlin, in Barnard's *National Education in Europe*.