

which had been raised in the years of commotion, has caused several German States to give the utmost attention to the question of the relation of these two institutions. In the legislation of the past year (1852) we find a large number of acts which refer to this subject, and announce the intention of bringing the school back again under ecclesiastical protection and control. "It is true," says a writer in the *Allgemeine Schulzeitung*, "that we have not yet gone quite so far, as to desire to supplant the classical education, as in France, by a biblical and ecclesiastical one, for the orders and decrees in question have in view rather the external and formal side of the ecclesiastical influence; they prescribe regular devotional exercises and attendance at church, the visitation of the schools by the clergy, the surveillance of the teachers and scholars in their outward behavior, dress, amusements, &c.; but still a principle is thus affirmed, which deserves to be well considered, as there is too great a danger of doing practically more harm than good by an improper application and extension of it." By such orders, reaching to the most minute particular, the clerical influence on the school appears to this writer, to be far too widely extended. "Instead of beginning with outward reforms," he says, "and introducing a kind of military church discipline, we should, before all things, take care to awaken and keep alive in the school a genuine Christian spirit and a good moral tone. Out of these there will then arise spontaneously an inoffensive outward behavior. By any mere outward prescriptions and orders, we attain only the appearance, instead of the reality: we produce hypocrites, instead of believing and moral men, scholars who go to church by command, and pray according to prescription, and teachers who, from fear of the clerical authorities, abstain from card-playing, hunting, frequenting public-houses, &c., but who are none the better men inwardly on that account. It may even happen, that the more they are compelled to put restraint on themselves in public, the more they will seek to indemnify themselves in private, by pleasures and excesses."

I.—PRUSSIA.

The improvement of ill paid appointments is, according to recent orders, to become the subject of a comprehensive and energetic activity on the part of the school authorities; but the ministry is convinced that the existing legislation, partly general and partly provincial, presents sufficient scope for the attainment of this object. Accordingly, the school authorities have been required by a circular order to undertake a new regulation of the salaries in all those elementary schools which, in the opinion of the government, do not afford the teachers such an income as is needed for their support. The circular order points out that it devolved upon the government, in virtue of its right of supreme direction, to determine what is requisite for the support of a school and its teacher, and that the circumstance that the fixed provincial minimum had been maintained, would not be accepted against its decision in such matters. The government claims the right to decide whether the provincial minimum is sufficient according to local circumstances, and to adjudge new rates of salary at discretion.

In regard to the execution of the contemplated improvement, the Minister begins by observing that where school money is raised, the local authorities have to fix its amount; and that in the case of those appointments in which an improvement is requisite, there is all the more reason for raising the amount of the school money, as the settlements previously made date from a time when the value of money was higher than at present. For example, the school arrangements no longer correspond to the suppositions on which the settlement of the General National Schools Regulation of the 12th of August, 1763, was made.

Where school money does not exist, and, according to the prevailing circumstances, cannot be introduced, or where it falls short of the requirement, the general or provincial regulations are to come into operation, and in particular a law which devolves the maintenance of teachers upon the fathers of families, among whom the contributions are required to be justly divided, according to their possessions and occupations.

In those cases where, by the application of the existing legal provisions, all means have been exhausted for securing the support of the teachers, but where, notwithstanding, this object has not been attained, the local authorities are authorized to make proposals for granting a subsidy; but at the same time they are distinctly directed not to allow themselves to be influenced, in dealing with the matter, by the endeavors of interested persons to lay on the public exchequer the entire burden of improving the teacher's income.

By these administrative principles, which, if not new, are pronounced with new force, and by the extended powers which are here given to the local authorities, a wide field of activity has been opened to them for the improvement of the income of teachers; and by the application of such provisions as best correspond to the local circumstances, they will certainly succeed in helping a large number of teachers, hitherto scantily paid, to a competent, if not a very plentiful salary.

The circular decree has been explained by a commissioner of the ministry, in a committee of the second chamber on the subject, and

among other things it was remarked, that of all the districts of the monarchy, Düsseldorf was the most favorably situated in regard to the remuneration of the elementary teachers. There no appointment yielded less than 180 dollars a year. Where, according to local circumstances, an income of 180 dollars does not suffice, the revenues will be augmented out of state funds. In Brandenburg, Silesia, and Pomerania, there are situations worth only 80, and even 50 dollars. The regulations for the lower Roman Catholic schools in Silesia, of the year 1851, fix the minimum salary at 50 dollars for the principal, and at 25 dollars for the assistant teachers.

We do not know whether it is accidental, that with the gradually improving outward condition of the teacher, the general school education also improves; but at least it is a fact, that the statistical results of the last few years stand in a very favorable relation to those of previous years. In 1850-52, the proportion of soldiers drafted into the army, who were entirely without school instruction, was for the whole monarchy 4.71 per cent., whereas the proportion in 1846-49, was 5.3 per cent.

The scattered population of many places, which renders a proper provision for schooling extremely difficult, if not impossible, has called forth a peculiar arrangement. In the government of Danzig, itinerant teachers have for a long time been appointed, among whom about twenty places are divided. In each of these, a teacher remains always two days, until the circuit is completed. The number of children taught in this way amounts to more than 400. The itinerant teachers have to get their attendance at any particular place, and the instruction given there, certified by the school authorities, in a special day-book, which they have then to lay every Sunday before the clergyman appointed as their supervisor. An experience of nearly eight years shews that, at the utmost, these itinerant schools can suffice for the most elementary instruction. Reading, writing, arithmetic, scriptural knowledge, and psalm-singing are the subjects. Tasks are left for the children to do in the absence of the teacher, and the parents are put in the way of superintending the performance of them. Let us hope that this miserable make-shift will soon be set aside by the establishment of regular schools.*

In many towns, too, the necessity of a re-organization of the popular schools is apparent. A motion has been made in the second chamber, inviting the central government to favor and facilitate in every way the establishment of middle schools, and the occasional conversion of elementary schools into such. It was pointed out that the extensive transformation of borough schools into upper schools had increased the want of middle schools, and that there was a want of such schools, even in the larger towns, for the classes for whom the elementary school is too low, and the upper borough school too high.

There is everywhere observable a search after means for improving the system of instruction; but this is most visible in relation to the training of teachers. The requirement of previous private training in candidates for the office of teacher, will make it possible for the pupil to develop himself under the influence of a family, which is impossible in great public institutions. Opinions are still divided on the question whether the family life be the most suitable for the training of teachers. Mr. Richter answers the question in the affirmative, in a prize essay proposed by the Brandenburg Schulblatt. Mr. Low, in his monthly paper, writes against the principle of the family life, in its application to the organization of teachers' seminaries, and specially against Mr. Richter.

The attention of the government has also been recently directed to the education of female teachers, which was previously only a matter of private concern, at least on the Protestant side. There are public female seminaries at Kaiserwerth, Droyssig, Berlin, Münster, and Breslau.

In the course of the year 1854, by the munificence of the Prince of Schönburg-Waldenburg, there was combined with the seminary at Droyssig, under the same direction, but in a separate locality an institution for the education of governesses and mistresses for superior girls' schools, in which, besides a Christian and professional training, a more extended literary education, and especially an acquaintance with the French and English languages, and skill in music is to be imparted. But here, too, the Christian and professional training is to continue the main thing. The course embraces one year, and the pupils of the seminary, who have already completed the two years' course there, may be received into this institution. How far they will avail themselves of this opportunity the future will shew; at first

* The plan of itinerant schools is extensively carried out in Norway, where a room in an ordinary cottage is used as the school-room for the time of the teacher's stay in any particular locality. Those who visited the Educational Exhibition at St. Martin's Hall will remember having seen pictures of the exterior and interior of such itinerant schools in the Norwegian Department. A similar plan was recommended for the remote mountainous districts of Wales by Mr. Jones, the Welsh Inspector, in his report for 1853. It is in thinly peopled mountainous districts that the necessity for some such make-shift is most strongly felt.