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IT is not our intention in this short paper to attempt anything like an exhaustive analysis of the German School System. We shall briefly notice some prominent features in the origin, growth and present efficiency of the Prussian schools that seem striking and suggestive.

Up to the time of King Frederick William I., the second king of Prussia, the elementary schools of Prussia had been a department of the Church, and were wholly controlled by it. Under this king one thousand eight hundred (1,800) elementary schools were established, and teaching became a recognized science the theory of pedagogy having been made an indispensable requirement for the office of a public teacher.

The first general school law for the Prussian Monarchy was issued October, 1713. Frederick the Second (Great), promulgated a code of "General School Regulations," prescribing the general obligation to attend school fixing the school age of the pupils, payment of fees, fines, &c., &c.

Frederick William II., the successor of Frederick the Great, established at Berlin in 1787 an Oberschul Collegium (High School Commission), for the examination of teachers. This was

an important move in the direction of obtaining well qualified persons as teachers. The Prussian Common Law of 1794 declared all EDUCATIONAL INSTITUTIONS, including Universities, State institutions.

In the reign of Frederick William III., Ernestine von Krosigh had the courage to establish a seminary for female teachers in Berlin (1804). This noble king did not allow the great national calamity which befell Prussia and Germany shortly afterwards to altogether retard the progress of elementary school education. His words are highly prophetic: "Although we have lost territory, power and prestige, still we must strive to regain what we have lost by acquiring intellectual and moral power; and, therefore, it is my earnest desire and will, to REHABILITATE THE NATION BY DEVOTING A MOST EARNEST ATTENTION TO THE EDUCATION OF THE MASSES." National education, no more entrusted to the care of a subordinate committee became a distinct branch of State administration, and was until the close of 1811 under the immediate charge of Wilhelm von Humbolt, afterward under von Schackman. In 1818 von Altenstein was appointed to the newly established Ministry of Educational Affairs. The national