

## EDUCATION IN GERMANY.

THE cardinal principles of the system of Primary Public Instruction as now organized in the German States, are—

*First.* The recognition on the part of the government of the right, duty and interest of every community, not only to co-operate with parents in the education of children, but to provide as far as practicable, by efficient inducement and penalties, against the neglect of this first of parental obligations, in a single instance. The school obligations—the duty of parents to send their children to school, or provide for their instruction at home,—was enforced by law in Saxe-Gotha, in 1643; in Saxony and Württemberg, in 1659; in Hildesheim, in 1663; in Calenberg, in 1681; in Celle, in 1689; in Prussia, in 1717, and in every State in Germany, before the beginning of the present century. But it is only within the last thirty years, that government enactments have been made truly efficient by enlisting the habits and good will of the people on the side of duty. We must look to the generation of men now coming into active life for the fruit of this principle, universally recognized, and in most cases widely enforced in every State, large and small, Catholic and Protestant, and having more or less of constitutional guaranties and forms.

*Second.* The establishment of a sufficient number of permanent schools, of different grades, according to the population, in every neighborhood, with a suitable outfit of buildings, furniture, appendages, and apparatus.

*Third.* The specific preparation of teachers, as far as practicable, for the particular grades of schools for which they are destined, with opportunities for professional employment and promotion through life.

*Fourth.* Provision on the part of the government to make the schools accessible to the poorest, not, except in comparatively a few instances, and those in the most despotic governments, by making them free to the poor, but cheap to all.

*Fifth.* A system of inspection, variously organized, but constant, general and responsible—reaching every locality, every school, every teacher, and pervading the whole State from the central government to the remotest district.

The success of the school systems of Germany is universally attributed by her own educators to the above features of her school law—especially those which relate to the teacher. These provisions respecting teachers may be summed up as follows.—

1. The recognition of the true dignity and importance of the office of teacher in a system of public instruction.

2. The establishment of a sufficient number of Teachers' Seminaries, or Normal Schools, to educate, in a special course of instruction and practice, all persons who apply or propose to teach in any public primary school, with aids to self and professional improvement through life.

3. A system of examination and inspection by which incompetent persons are prevented from obtaining situations as teachers, or are excluded and degraded from the ranks of the profession by unworthy or criminal conduct.

4. A system of promotion, by which faithful teachers can rise in a scale of lucrative and desirable situations.

5. Permanent employment through the year, and for life, with a social position and a compensation which compare favorably with the wages paid to educated labor in other departments of business.

6. Preparatory schools, in which those who wish eventually to become teachers, may test their natural qualities and adaptation for school teaching before applying for admission to a Normal School.

7. Frequent conferences and associations for mutual improvement, by an interchange of opinion and sharing the benefit of each others' experience.

8. Exemption from military service in time of peace, and recognition, in social and civil life, as public functionaries.

9. A pecuniary allowance when sick, and provision for years of infirmity and old age, and for their families in case of death.

10. Books and periodicals, by which the obscure teacher is made partaker in all the improvements of the most experienced and distinguished members of the profession in his own and other countries.—*Rhode Island School Master.*

## HON. HORACE MANN IN PRUSSIA.

On reviewing a period of six weeks, the greater part of which I spent in visiting schools in the north and middle of Prussia and in Saxony, (excepting, of course, the time occupied in going from place to place), entering the schools to hear the first recitation in the morning, and remaining till the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt:

1. During all this time, I never saw a teacher hearing a lesson of any kind (excepting a reading or spelling lesson), *with a book in his hand.*

2. I never saw a teacher *sitting* while hearing a recitation.

3. Though I saw hundreds of schools, and thousands,—I think I may say, within bounds, tens of thousands of pupils,—*I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears, from having been punished, or from fear of being punished.*

During the above period, I witnessed exercises in geography, ancient and modern; in the German language,—from the explanation of the simplest words up to the belles-lettres disquisitions, with rules for speaking and writing;—in arithmetic, algebra, geometry, surveying and trigonometry; in book-keeping; in civil history, ancient and modern; in natural philosophy; in botany and zoology; in mineralogy, where there were hundreds of specimens; in the endless variety of the exercises in thinking, knowledge of nature, of the world and of society; in Bible history and in Bible knowledge;—and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded. I remember early one morning at a country school in Saxony, where everything about the premises, and the appearance, both of teacher and children, indicated very narrow pecuniary circumstances. As I entered, the teacher was just ready to commence a lesson or lecture on French history. He gave not only the events of a particular period in the history of France, but mentioned, as he proceeded all the contemporary sovereigns of neighboring nations. The ordinary time for a lesson here, as elsewhere, was an hour. This was somewhat longer, for, towards the close, the teacher entered upon a train of thought from which it was difficult to break off, and rose to a strain of eloquence which it was delightful to hear. The scholars were all absorbed in attention. They had paper, pen and ink before them, and took brief notes of what was said. When the lesson touched on contemporary events in other nations,—which, as I suppose, had been the subject of previous lessons,—the pupils were questioned concerning them. A small text-book of history was used by the pupils, which they studied at home.

I ought to say further, that I generally visited schools without guide, or letter of introduction—presenting myself at the door, and asking the favor of admission. Though I had a general order from the Minister of Public Instruction, commanding all schools, gymnasia and universities in the kingdom to be opened for my inspection, yet I seldom exhibited it, or spoke of it,—at least not until I was about departing. I preferred to enter as a private individual, an uncommended visitor.

I have said that I saw no teacher *sitting* in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all. The looks of the Prussian teacher often have the expression and vivacity of an actor in a play. He gesticulates like an actor. His body assumes all the attitudes, and his face puts on all the variety of expression, which a public speaker would do if haranguing a large assembly on a topic vital to their interests.

## ENGLISH LITERATURE.

## PART THIRD.

*"To study history is to study literature. The biography of a nation embraces all its works."*—Robert Aris Willmott.]

## BROKEN ENGLISH, 1150–1250.

THE period under discussion is said to extend from 1150 to 1250 but it is necessary to be exceedingly guarded in making divisions of this kind. We have already remarked that changes in language and literature have not been sudden, but so gradual that no exact dates can be said to mark them. Still, it is none the less profitable to make such divisions. The traveler at Cape Horn may say that his eastern view is over the Atlantic, and his western over the Pacific, with out being called upon to point out the exact line that divides the two oceans. He may speak, too, of the marked difference between them, without being able to demonstrate from a single spot that the one is more tranquil than the other.

So, looking over English literature, we may speak of changes and periods, though no more able to point to exact dividing lines. Nay, more. We must lay down lines of demarcation, though we know the periods have no more definite bounds than the great oceans have. The stormy Atlantic sweeping around the Cape is quieted into the tranquil Pacific. So also in the onward sweep of time one historic and one literary period merges into another, exactly when, we cannot say.

When William the Norman assumed the government of England in 1066, he found religion and learning in a state of decay, though the Church, which ought to have fostered both, had sound foundations and large endowments. The scholastics were in considerable vigor in France; and it was quite natural that William should introduce his favorites among them to English sees. Thus