

GERMAN EDUCATION

PAST AND PRESENT

BY

FRIEDRICH PAULSEN, Ph.D.

Professor of Philosophy in the University of Berlin

TRANSLATED BY T. LORENZ, Ph.D.

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PREFACE TO THE GERMAN EDITION

To comply with the request of the publishers of the present series * by treating, in one of its volumes, of German education in its historical development, has not been an uncongenial task. It did not seem to me a hopeless undertaking to attempt this subject, even within the limited space at my command, with the prospect of some gain not only to historical knowledge, but also to the general insight into the present situation and the demands of the future. It goes without saying that such an outline sketch must necessarily forego the charm which is attainable by a broader sweep of the brush, picturing times and persons in lifelike colours. But, on the other hand, it has the advantage of making the principal lines of historical development stand out more clearly, whilst, at the same time, it tends to make us look ahead and continue those unfinished lines into the future. Perhaps I may, in this way, succeed in making the history of education—so apt to lose itself in endless details or purposeless researches—subservient to the interests of the educational politics of the present day. That this standpoint entails a more rapid survey of the earlier periods and an

* The German edition (*Das Deutsche Bildungswesen in seiner geschichtlichen Entwicklung*, Leipzig, 1906) was published in Teubner's popular series, *Aus Natur und Geisteswelt*.

account that gains in fulness as it approaches our own days, will hardly be considered a fault.

The historical principle underlying the present treatment of this subject is the conviction that the development of education is not an isolated movement, beginning and ending in itself, but is dependent on the general progress of the inner life of mankind. I have therefore endeavoured everywhere to make the dominant tendencies of this larger movement and their influence on educational organisation stand out as clearly and distinctly as possible. To enter into the details of pedagogical opinions, of regulations and time-tables, or of practical management, not to speak of the special treatment in regard to the different territories for which they would call, was out of the question, if this account was not to be reduced to a mere collection of arid dates and facts. I should be glad if the reader could see in this short history of German education a reflected image on a smaller scale of the development of the inner life and thought of the German people.

FRIEDRICH PAULSEN.

STEGLITZ, nr. BERLIN.

TERMINOLOGICAL NOTES

BY THE TRANSLATOR

WHEREVER an adequate and unambiguous translation presented itself I have given all technical terms in English. In some instances, however, as in the case of secondary schools, it seemed advisable to retain the German names. The following survey of the more important German educational terms may be welcome to many readers for quick reference. In compiling it I have restricted myself mainly, but not absolutely, to terms mentioned or alluded to in the present volume.*

I. EDUCATIONAL AUTHORITIES

(1) The highest authority is the *Ministerium für geistliche, Unterrichts- und Medizinal-Angelegenheiten* (Ministry of Public Worship and Instruction and Board of Health), also called *Kultus-Ministerium*. Until 1817 it had formed a department of the *Ministerium des Innern* (Ministry of the Interior),—this educational department of the Home Office having, in its turn, replaced, in 1808, the *Ober-Schulkollegium* (Central School Board), founded by Zedlitz under Frederick William II.

The *Unterrichts-Minister* is assisted by *Referenten* (Directors) for the departments of universities and academies, of secondary and of primary education.

* It may be mentioned that Cassell's *New German Dictionary* (edited by Dr Karl Breul) deserves special commendation on account of the care bestowed on educational terms. A list of English educational terms with their German equivalents (similar to that given here of German educational terms with their English equivalents) is to be found in Dr Breul's excellent book on Secondary Schools in England (*Die Organisation des höheren Unterrichts in Grossbritannien*, 156 pp., 1897).

(2) The *Provinzial-Schulkollegien* (Provincial School Boards)—one in each province, with the highest government official of the province, *i.e.*, the *Ober-Präsident*, as its head—administer the secondary schools and the training colleges, its members, the *Provinzial-Schulräte*, acting as inspectors.

(3) The *Bezirks-Regierungen* (Cantonal Government Boards). A province is subdivided into *Bezirke* (cantons) and each *Bezirk* into *Kreise* (districts). These boards administer the elementary schools, the school inspection being performed by the authorities mentioned under (4) and (5).

(4) The *Kreis-Schulinspektor* (District School Inspector) is still, in most cases, one of the higher clergy (a *Superintendent*—see p. 77—if Protestant; an *Erzpriester*, if Roman Catholic).

(5) The *Lokal-Schulbehörde* (Local School Board) is formed, in towns, by a special education committee of the municipal authorities, whilst, in villages, it consists of the *Lokal-Schulinspektor* (Local School Inspector), as a rule, the clergyman, and an elected body.

The *Ober-Schulrat* (Educational Council), demanded by Professor Paulsen with a view to establishing a connection between the administration of the secondary and that of the primary schools (p. 293), would act as an advisory board to the Minister of Public Instruction.

II. THE UNIVERSITIES

The head (Vice-Chancellor, Principal, President, etc.) of the university is called the *Rektor*.* He is elected for the period of one year by the *ordentliche Professoren* from their own ranks. An *ordentlicher Professor* (full professor, professor-in-ordinary) is a professor who takes part not only in the teaching but also in the examining and administrative work of the faculty or special board

* This name is also given to the headmaster of some schools, especially of the more important primary schools. The head of the university is distinguished as *Rector Magnificus*.

of studies (*Fakultät*), the head of the latter being the *Dekan* (dean). An *ausserordentlicher Professor* is a lecturer who has the title of a professor, but does not belong to the faculty as an examining and administrative body, and has no vote on the faculty. Both these classes of professors receive a salary from the government in addition to the fees paid by the students for their lectures. There is a third class of academical teachers, who depend exclusively on the latter—the *Privat-Dozenten*, from whose number *Professuren* or *Lehrstühle* (professorships or chairs), which fall vacant, are usually filled, the *Privat-Dozent* becoming, as a rule, first *ausserordentlicher* and then *ordentlicher Professor*. The *Privat-Dozent* is recognised as a lecturer by the faculty (*i.e.*, *habilitiert sich* or obtains the *venia legendi*) on submitting to its approval a treatise based on extensive original research—the so-called *Habilitations-Schrift*. He must have previously taken his Doctor's degree.

The Doctor's Degree (*Doktorgrad*, *Doktorwürde*) is conferred on university students of at least three years' standing on passing a searching *viva voce* examination, and submitting to the faculty a smaller thesis (the *Doktor-Dissertation*), which should also testify to its author's equipment for original work. In the philosophical faculty the Doctor's degree always includes that of a Master of Arts. In all faculties it forms the indispensable condition of an academical career, whereas entrance into the practical professions (clerical, legal, medical, higher teaching) is obtained by a special *Staats-Prüfung* (government or civil service examination).

The Bachelor's Degree is no longer conferred at the German universities. Its place may be said to have been taken, in some respects, by the Leaving Examination, held at the secondary schools (*see below*), which precedes the matriculation (*Immatrikulation*) at the university.

The undergraduates (*Studenten*) enjoy *akademische Freiheit* (academic freedom), *i.e.*, an almost absolute freedom from control of any kind, including the *Lernfreiheit*, *i.e.*, the absolute freedom of the student to attend

whatever lectures he likes—the “elective system,” as Professor Thilly has rendered it.

Lectures (*Vorlesungen*) form the principal part of academical teaching. For senior students, however, *Seminare* have been established in connection with all important branches of learning (*Philologisches Seminar*, *Psychologisches Seminar*, etc., etc.), i.e., small advanced classes where original work is done under the guidance of the professor. *Pro-Seminare* serve similar purposes for less advanced students. These *Universitäts-Seminare* must not be confounded with the *Lehrer-Seminare* (Training Colleges, see below).

The German names of the institutions mentioned on p. 197 are:—

<i>Technische Hochschulen</i>	.	.	Technical High Schools
<i>Berg-Akademien</i>	.	.	Mining Academies
<i>Forst-Akademien</i>	.	.	Schools of Forestry
<i>Landwirtschaftliche Hochschulen</i>	.	.	Agricultural Colleges
<i>Tierärztliche Hochschulen</i>	.	.	Veterinary Colleges
<i>Handels-Hochschulen</i>	.	.	Commercial Academies
<i>Kriegs-Akademien</i>	.	.	Military Academies
<i>Artillerie-Schulen</i>	.	.	Schools of Gunnery
<i>Ingenieur-Schulen</i>	.	.	Schools of Engineering

III. SECONDARY EDUCATION

There are now three types of secondary schools *—nearly all day schools † with a nine years' course, preceded by a preparatory course of three years—(1) the *Gymnasium* or Classical School, where all scholars are taught both Latin and Greek; (2) the *Real-Gymnasium* or Semi-Classical School, where Latin is taught to all, but not Greek; and (3) the *Ober-Realschule* or Highest Grade Non-Classical or Modern School, where only modern subjects are taught.

The *Real-Gymnasium*, together with the *Ober-Real-*

* Called *Mittel-Schulen* in some parts of Southern Germany and in Austria. See IV. Elementary Schools.

† With the exception of *Schulpforta* (see p. 66) and similar institutions.

schule, has taken the place of the former *Realschule I. Ordnung* (First Grade Non-Classical School), whereas the old *Realschule II. Ordnung* (Second Grade Non-Classical School) is now known simply as *Realschule* (Non-Classical School). The latter has a six years' course, corresponding more or less to that of the former *Höhere Bürgerschule* (Higher Grade Municipal or Middle Class * School), which was, in Prussia, from 1859 to 1882, the official designation of a school comprising the curriculum of the lower and middle stages of the *Realschule I. Ordnung*. At present the name is no longer in official use in Prussia.

The prefix "*Real-*" in *Realschule*, etc., is connected with *Realien*, which word denotes the exact sciences (as subjects of instruction). Educational "*Realism*" (*Realismus*) lays stress on the latter, while Humanism favours the classical languages. In all the better German schools modern languages now usually claim to be called the "new humanities."

The prefix "*Pro-*" (e.g., *Pro-Gymnasium*) designates a school comprising only the lower and middle stages, i.e., a six years' course, up to and including *Unter-Sekunda* (see below.)

At the secondary schools instruction in all-important subjects is given exclusively by *Oberlehrer* (Higher Teachers), i.e., teachers who have studied at least three years at a university and then passed a searching scientific and practical examination (the *Oberlehrer-Prüfung*), by which they obtain an *Oberlehrer-Zeugnis*, and become qualified to teach in the highest forms of secondary schools. After a certain number of years the *Oberlehrer* receives the title of a professor (*Gymnasial-professor*, etc.). Accordingly, "*Oberlehrer*" should not be confounded with "headmaster," the latter being usually called *Direktor* in German secondary schools. The *Oberlehrer* thus are "assistant-masters," whereas the

* It should be noted that the German word *Mittel-Klassen* (*Bürgerstand*) always includes the lower middle classes, and that the boundary line between the upper and the middle classes would seem to be drawn somewhat lower than in England.

German *Hilfslehrer* is a visiting master, or a master who is not on the staff of the school.

The official Leaving-Examination (*Abgangs-, Reife- or Maturitäts-Prüfung, Abiturienten-Examen, Abiturium or Maturum*), held * at the secondary schools with a nine years' course, has now everywhere supplanted the former matriculation examination, held at the university itself. The Leaving-Certificate (*Abgangs-, Reife-, or Abiturienten-Zeugnis*) is now the only passport admitting youths of German birth to the university.

After the completion of a six years' course of studies, *i.e.*, on promotion from *Unter-* to *Ober-Sekunda* (see below), the *Einjährig-Freiwilligen-Zeugnis* or *Einjährigen-Schein* is granted—a certificate restricting the compulsory military service of its owner to one instead of two or three years. (He also enjoys other special privileges, but has to serve with the colours at his own expense.)

The names of the forms (beginning with the elementary stage) are as follows: *Sexta* (6th), *Quinta* (5th), *Quarta* (4th), *Unter-Tertia* (Lower 3rd), *Ober-Tertia* (Upper 3rd), *Unter-Sekunda* (Lower 2nd), *Ober-Sekunda* (Upper 2nd), *Unter-Prima* (Lower 1st), *Ober-Prima* (Upper 1st). Thus, *Ober-Prima* (Ia) corresponds to the English VIa. *Unter-Sekunda* (IIb) to the English Vb, etc.

As to secondary schools for girls (*Höhere Töchter- or Mädchen-Schulen* = "high schools for girls"; *Lyzeen, i.e., Gymnasien* for girls) see p. 232 s.

IV. ELEMENTARY SCHOOLS

Training of Teachers—Continuation Schools

The elementary or primary school is called *Volks-Schule, i.e.*, "national school." In Prussia the *Mittel-Schule* (intermediate school) is the name of a higher grade primary school, standing on the boundary line of secondary education. In other German states, how-

* Usually about Easter and sometimes at Michaelmas.

ever, as in Bavaria, and also in Austria, "*Mittel-Schule*" means "secondary school."

The *Lehrer-Seminare* (Training Colleges for elementary teachers) are, as a rule, day schools, connected with an *Übungs-Schule* (Normal School). The masters are called *Seminar-Lehrer*, the headmaster's name is *Seminar-Direktor*. The pupils are called *Seminaristen*. *Präparanden* are the pupils of the *Präparanden-Anstalten* (Preparatory Training Schools), where they are prepared for admission to the *Lehrer-Seminar*.

The Technical and other Continuation schools (*Fach-und andere Fortbildungs-Schulen*) are usually carried on as evening classes.

The (Scandinavian) "People's High Schools" are colleges for young working-men (similar to Ruskin College in Oxford), who reside there during the winter, while the summer months are devoted to their regular farm work, etc. Other *Volks-Hochschul-Kurse* have occasionally been started in imitation of the English "University Extension" courses. The *Volksbildungs-Vereine* arrange popular evening continuation courses and classes.

V. MISCELLANEOUS TERMS

allseitige Bildung : (as party phrase) all-round education; (in ordinary conversation) liberal education.

Anschaungs-Unterricht : object-lessons, intuitive method, pictorial instruction.

Aufklärung : enlightenment; *Zeitalter der Aufklärung*, era of Enlightenment, more or less synonymous and contemporary with the age of Rationalism, the prevalence of Wolff's ideas marking its culmination in the middle of the eighteenth century.

Dom-Schulen : (mediæval) Cathedral schools.

Einheits-Schule : a school calculated or attempting to satisfy divergent educational requirements, more especially in the domain of secondary education, which was temporarily restricted to one single

type of school (p. 203). The same term now also sometimes serves to denote a *Schule mit gemeinsamem Unterbau*, i.e., a secondary school, the curriculum of which is so arranged that the lower and part of the middle forms are suitable for boys who will ultimately obtain either a classical or a modern education, as is the case in the *Reform-Schulen* (p. 225).

Externat : day school.

formale Bildung : (party phrase), formative education, formative studies, calculated to develop the faculties of the mind rather than to impart positive knowledge—synonymous with *Geistes-Gymnastik* (mental gymnastics).

Fürsten-Schulen : *Landes-Schulen*.

Gelehrten-Schule : secondary school (highest grade), more especially, classical school.

Gewerbe-Schulen : a name formerly in use for secondary schools with a course of at least six years, out of which the *Ober-Realschulen* were developed.

hospitieren : to be an occasional visitor at lessons or lectures for the sake of study or criticism.

interkonfessionell : undenominational. See “*konfessionell*.”

Internat : boarding-school.

Kadetten-Anstalt : military school for intending officers.

Klassen-Lehrer : form master.

Kloster-Schulen : (mediæval) monastery schools; convent schools; sometimes = *Landes-Schulen*.

konfessionell : denominational; *konfessionslos* (*interkonfessionell*, *paritätisch* s.b.), undenominational. It must be understood that in the present volume these expressions refer exclusively to the difference between the Protestant (Reformed) and Roman Catholic creeds, sects being a negligible quantity in Germany. “The Church” means the Protestant or the Catholic Church according to the context. A school frequented by both creeds side by side is called *Simultan-Schule*. In these institutions separate religious instruction is provided,

Terminological Notes xvii

while the teachers of the other subjects are taken from both confessions approximately in the same proportions in which the latter are represented by the pupils. Professor Paulsen contends that these "*paritätische*" or "*interkonfessionelle*" ("interdenominational") schools cannot properly be called "*konfessionslos*" (undenominational); he would restrict the latter term to schools where religious instruction itself is undenominational.

konfessionslos : undenominational. See *konfessionell*.

Konvikt : hostel (mostly Roman Catholic).

Kulturkampf : the struggle of the Prussian government with the Church of Rome, inaugurated by the May laws of 1873.

Landes-Schulen : Territorial Schools. See p. 65.

Lyzeum : usually = *Gymnasium* for girls, but sometimes also used instead of *Gymnasium* (for boys).

Ordinarius = *Klassen-Lehrer*.

paritätisch : undenominational. See "*konfessionell*."

Probejahr : year of probation (now usually two years) for higher teachers.

Reform-Schule : see *Einheits-Schule*.

Ritter-Akademien : boarding-schools (in the seventeenth and eighteenth centuries) for the sons of the nobility and gentry (*Ritter*, knight), see p. 112.

Schulamts-Kandidat : a young man who wishes to become a teacher.

Seminarjahr : the year during which higher teachers receive practical training at the *Gymnasial-Seminar*.

Simultan-Schule : undenominational school. See "*konfessionell*."

Stadt-Schulen or *städtische Sch.* : (mediæval) city-schools; municipal schools.

Stift : hostel (Protestant)

Stifts-Schulen : College Schools, *i.e.*, schools attached to the chapters of collegiate churches which were not cathedrals.

Überbürdung : overtaxing, overtasking, cramming, overpressure (French, *surmenage*).

I gladly avail myself of this opportunity to render thanks to all those who have kindly assisted me in the present work. My thanks are addressed in the first place to Professor Paulsen himself, who has taken an active interest in this English edition; and further to Professor M. E. Sadler and to Dr Karl Breul of Cambridge, who have favoured me with expert advice on several points; but above all, to my dear friend, Mr George Unwin, who has rendered me valuable assistance throughout the progress of my translation.

FIR COTTAGE, IGHTHAM, KENT,
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CONTENTS

	PAGE
PREFACE TO THE GERMAN EDITION . . .	ix
TERMINOLOGICAL NOTES BY THE TRANSLATOR .	xi

BOOK I

THE EDUCATIONAL SYSTEM OF THE MIDDLE AGES

CHAP.

I. THE GENERAL CHARACTER OF THE MIDDLE AGES .	3
II. FIRST HALF OF THE MIDDLE AGES—MONASTERY, CATHEDRAL AND COLLEGE SCHOOLS (600-1200) .	10
III. SECOND HALF OF THE MIDDLE AGES — UNI- VERSITIES AND CITY SCHOOLS (1200-1500) .	20

BOOK II

THE ERA OF THE RENAISSANCE AND THE REFORMATION (1500-1650)

I. THE GENERAL TENDENCIES OF THE NEW AGE .	39
II. THE PROGRESS OF HISTORICAL DEVELOPMENT AND THE LEADERS OF THE RENAISSANCE AND THE REFORMATION	50
III. EDUCATIONAL INSTITUTIONS AT THE BEGINNING OF THE SEVENTEENTH CENTURY	60
<p>I. The Universities, p. 60.—II. The Secondary Schools, p. 65.—III. The Primary Schools, p. 74.—IV. The Jesuits, p. 79.—V. General Observations, p. 86.</p>	

BOOK III

THE AGE OF MODERN COURTLY CULTURE UNDER PRE-
DOMINANTLY FRENCH INFLUENCES (1650-1800)

CHAP.	PAGE
I. THE PRINCIPAL TENDENCIES OF THE PERIOD AND THE NEW IDEAL OF EDUCATION	95
II. THE PERMEATION OF EDUCATION BY MODERN TENDENCIES	112
I. The <i>Ritter-Akademien</i> , p. 112.—II. The Universities, p. 116.—III. The Second- ary Schools, p. 125.—IV. The Primary Schools, p. 136.—V. The Roman Catholic Territories, p. 147.	
III. THE CLOSE OF THE EIGHTEENTH CENTURY—NEW IDEALS	151

BOOK IV

THE NINETEENTH CENTURY

I. THE DOMINANT TENDENCIES AND GENERAL CON- DITIONS OF THE PERIOD	169
II. THE DEVELOPMENT OF EDUCATIONAL INSTITU- TIONS IN THE NINETEENTH CENTURY	181
I. The Universities, p. 184.—II. The Second- ary Schools, p. 197.—III. Primary Education, p. 236.—IV. Continuation Schools and other Educational Influ- ences, p. 261.	
III. RETROSPECT AND OUTLOOK	270
A SHORT BIBLIOGRAPHY	301

BOOK I

THE EDUCATIONAL SYSTEM OF
THE MIDDLE AGES

