

**A VISIT TO GERMAN SCHOOLS: NOTES OF A
PROFESSIONAL TOUR TO INSPECT SOME OF
THE KINDERGARTENS, PRIMARY SCHOOLS,
PUBLIC GIRL'S SCHOOLS, AND SCHOOLS FOR
TECHNICAL INSTRUCTION, IN HAMBURG,
BERLIN, DRESDEN, WEIMAR, GOTHA, AND
EISENACH, IN THE AUTUMN OF 1874**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649229055

A visit to German schools: notes of a professional tour to inspect some of the kindergartens, primary schools, public girl's schools, and schools for technical instruction, in Hamburg, Berlin, Dresden, Weimar, Gotha, and Eisenach, in the autumn of 1874 by Joseph Payne

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

JOSEPH PAYNE

**A VISIT TO GERMAN SCHOOLS: NOTES OF A
PROFESSIONAL TOUR TO INSPECT SOME OF
THE KINDERGARTENS, PRIMARY SCHOOLS,
PUBLIC GIRL'S SCHOOLS, AND SCHOOLS FOR
TECHNICAL INSTRUCTION, IN HAMBURG,
BERLIN, DRESDEN, WEIMAR, GOTHA, AND
EISENACH, IN THE AUTUMN OF 1874**

A VISIT TO GERMAN SCHOOLS



BY THE SAME AUTHOR.

LECTURES ON THE SCIENCE AND
ART OF EDUCATION.

Price Sixpence each.

- I. PESTALOZZI: THE INFLUENCE OF HIS PRINCIPLES AND PRACTICE.
 - II. FRÖBEL AND THE KINDERGARTEN SYSTEM. Second Edition.
 - III. THE SCIENCE AND ART OF EDUCATION.
 - IV. THE TRUE FOUNDATION OF SCIENCE-TEACHING.
-

AN ESSAY ON THE CULTURE OF THE
OBSERVING POWERS OF CHILDREN, ESPECIALLY IN CON-
NECTION WITH THE STUDY OF BOTANY. By ELIZA A. YOUMANS.
Edited, with Notes and a Supplement, by Joseph Payne, F.C.P.
Crown 8vo, cloth, price 2s. 6d.

HENRY S. KING & CO., LONDON.

A VISIT TO GERMAN SCHOOLS

NOTES OF A PROFESSIONAL TOUR

*To inspect some of the Kindergartens, Primary Schools, Public
Girls' Schools, and Schools for Technical Instruction, in
Hamburg, Berlin, Dresden, Weimar, Gotha,
and Eisenach, in the Autumn of 1874*

WITH

CRITICAL DISCUSSIONS OF THE GENERAL PRINCIPLES
AND PRACTICE OF KINDERGARTEN AND OTHER
SCHEMES OF ELEMENTARY EDUCATION

BY JOSEPH PAYNE

*Late Professor of Education to the College of Preceptors, London;
Member of the Council of the Philological Society, etc.*



HENRY S. KING & CO., LONDON

1876



PREFATORY NOTE BY THE EDITOR.



THIS little book was founded on Notes taken by Mr. PAYNE during his tour in the autumn of 1874, and reduced to its present shape in the spring of 1875. Various causes hindered its publication until, after my father's return from his summer journey, the state of his own health and the shock of a painful bereavement made it impossible for him to give any further attention to the subject. The manuscript accordingly remained untouched up to the close of the Author's life and labours in April 1876, and was thus never fully prepared for the press, or finally corrected.

Notwithstanding this drawback, and although the information conveyed is not perfectly recent, these brief notes cannot, it is thought, fail to be of value and interest, as recording the direct impressions, and embodying the mature judgment of a highly-qualified observer in matters of education.

One explanation only it seems desirable to make.

Such a work as this cannot, of course, make any pretension to give a general account of the state of German education, even in a single department, since it is founded on the personal experiences and impressions of one journey only. It is thus possible that some practices actually observed in particular schools and institutions, may not be universally prevalent, and that on another occasion, or in another place, a different impression might have been derived. But this seems, from the nature of the case, unavoidable ; and as dates and places have in all cases been given, it has been thought better to let the Notes stand for themselves, without the additional information which friends would willingly have supplied, and which the Author, had he been able to see the work through the press, might probably have made use of.

The Editor has, in conclusion, to thank Miss Gurney, Professor Hodgson, and the Rev. R. H. Quick, for many valuable suggestions, and for their kind assistance in revising the proof sheets.

J. F. PAYNE.

SAVILE ROW, LONDON,
September 1876.



PREFACE.



IN the following pages I have given an account of a month's visit to many of the Kindergartens, several of the Primary Schools, and some of the Training Colleges of North Germany. The main purpose I had in view was to investigate the methods and theories of the very earliest education—that which begins with children of between the ages of three and eight. It was not so much the advanced structure as the foundation that I wished to examine—to see how this foundation was laid, and to form a theoretical judgment on the value of the work. I have long been of opinion that what we especially want in England is a just

estimate of elementary education ; meaning by that term what Pestalozzi and Fröbel meant—the earliest stage in the cultivation of children's minds. In England this conception is generally confounded with that of elementary instruction, with which it is, strictly speaking, but remotely connected ; and hence all our efforts are directed to instruction, while education or culture is extensively neglected. Instruction—that is, the systematic imparting of definite knowledge—should be the sequel, not the precursor, of the training of the intellectual powers which are to be employed upon the acquisition. In other words, the object of elementary education is to develop the natural faculties, that of elementary instruction to apply them. It would be easy to show this : if we make instruction our chief aim, we necessarily introduce dogmatic, didactic teaching, which, as a rule, depresses the native powers ; whereas if we make education—that is, cultivation—our chief aim, we elicit the native powers, and make the best of them.