

**REPORT OF AN EDUCATIONAL TOUR
IN GERMANY, AND PARTS OF GREAT
BRITAIN AND IRELAND; BEING PART
OF THE SEVENTH ANNUAL REPORT
OF HORACE MANN**

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HORACE MANN & W. B. HODGSON

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PORT

OF AN

EDUCATIONAL TOUR

IN GERMANY, AND PARTS OF GREAT BRITAIN AND
IRELAND,

BEING PART OF THE SEVENTH ANNUAL REPORT OF

HORACE MANN, ESQ.,

Secretary of the Board of Education, Mass., U. S., 1844;

WITH PREFACE AND NOTES,

BY

W. B. HODGSON,

Principal of the Mechanics' Institution, Liverpool,

196153
6:575

"ID VIRO BONO SATIS EST DOCVISSE QUOD SCIERIT."—*Quint. lib. xii. li.*

LONDON;
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1846.

"Non tam obest audire supervacanea, quam ignorare necessaria....
Preceptorum vero nihil est necesse in cujusquam jurare leges: majus enim est opus atque prestantius, ad quod ipse tendit, et cujus est velut candidatus, siquidem est futurus, cum vite tum etiam doctrinae laude perfectus."—*Quintilianus, lib. xii. 8 et 2.*

"Laissez dire, laissez vous blâmer, condamner, emprisonner, laissez vous pendre, mais publiez votre pensée. Ce n'est pas un droit, c'est un devoir, étroite obligation, de quiconque a une pensée de la produire et mettre au jour pour le bien commun. La vérité est toute à tous. Ce que vous connaissez utile, bon à savoir pour un chacun, vous ne le pouvez taire en conscience. Parler est bien, écrire est mieux; imprimer est excellente chose."—*Paul Louis Courier. Pamphlet des Pamphlets, 1824, Œuvres, p. 116. Ed. 1837.*

TO THE
TEACHERS OF THE DAY AND EVENING SCHOOLS
CONNECTED WITH
THE ERPOOL MECHANICS' INSTITUTION,

THIS REPRINT OF A WORK,
WHICH MUST CONFIRM THE ZEAL AND AID THE
EFFORTS OF THE EDUCATIONIST,
AND WITH WHOSE SPIRIT EVERY EARNEST MIND WILL
SYMPATHISE,

IS RESPECTFULLY INSCRIBED ;

BY
THEIR FRIEND AND FELLOW WORKER,

W. B. HODGSON.

PREFACE TO THIS EDITION.

THE same wish to spread information, and to stimulate thought, which induced Mr. Mann to undertake an Educational Tour over so large a portion of Europe, and to publish a Report of his observations, has led (with his kind permission,) to the present republication of his Report in this country. It is not more important for America that it should know and understand what is doing for Education in Europe, than it is for us in Europe to know what value an intelligent American places on our labours. The absence of the advantages which a more leisurely and extensive examination would, doubtless, have given to our author, is greatly compensated by the presence of a clear and penetrating judgment, trained by experience, and little, if at all, biassed by prejudice. The first impressions on a mind so constituted, and so prepared, are probably not far from just; and of such impressions the benefit is reflected upon us.

Of continental systems of education, besides, England is not better informed than is America, while it stands in not less need of information. Between the opposite extremes of panegyric and denunciation

of those systems, it is well to have the guidance of a calm observer, whose prepossessions, at least, differ from those of our ordinary authorities on the subject. His recorded opinions are a valuable addition to our means of ascertaining, each for himself, the actual truth. The efficacy of certain instruments and methods of instruction has been mixed up with controverted questions about centralisation and arbitrary power. Mr. Mann, however, while far enough removed from sympathy with despotism, does not, for the sake of what is evil, condemn the good: neither, for the sake of what is good, does he justify and adopt the evil. In his own words, "a generous and impartial mind does not ask whence a thing comes, but what it is."

It is by exciting, however, rather than by satisfying, the spirit of enquiry, that this Report will accomplish the greatest good. Teachers in general are not yet sufficiently aware of the importance of gathering the fruits of others' experience; they trust too exclusively to their own resources; their own successes and their own failures are their only means of improvement. The isolation of teachers is so complete, that the benefits of union, and of mutual aid, are almost unknown, and scarcely conceived. And yet, how but by a comparison of experience, by the interchange of opinion, by the actual observation of each other's plans, can the majority of teachers become really

qualified for their high duties? In Education, as in every other pursuit, solitary, unaided, unguided effort can do but little. Regarding the teacher as a mere *instructor* (*educator* is a higher term), and assuming his own character to be all that could be desired, his thorough training consists of three branches—1, A knowledge of the subjects to be taught; 2, A knowledge of the nature of the being to be instructed; and 3, A knowledge of the best methods of instruction. Till of late years, the first of these branches has been virtually assumed to be the sole thing needful. It has been commonly taken for granted that what a man has learned that he must be fit to teach. It is not even yet universally seen that the first of these three requisites, without the second and third,—that extensive knowledge, without practical acquaintance with human nature, and without practical mastery of the most judicious modes of instruction,—is incomplete and powerless. Of the second, however essential, this is not the place to speak; but of the third, the value is by this report made strongly apparent. Is it unreasonable to suppose that such a tour as that accomplished and recorded by Mr. Mann, may hereafter be regarded as an indispensable preliminary to the occupation of any important educational office? Nay, if in Germany the apprentice to an ordinary handicraft is required to complete not merely his *Lehrjahre*, or years of learning, but

his *Wanderjähre*, or years of travel also ; why may not the teacher, whose efficiency depends so greatly on accumulated experience and varied resource, be, at some future time, required to adopt this best method of enlarging his knowledge, skill, and usefulness ? Meantime, to those who cannot travel, and, unfortunately, to too many teachers in this country foreign travel is a forbidden luxury, such reports as the following must furnish many useful hints, and much grateful encouragement.

As regards this edition, I know not whether I may seem to some to have abused my right of editor, and to have appended an excessive number of notes. I am conscious of having resisted the temptation to add more ; and on this ground I beg to be leniently judged. I have suppressed nothing in the text, and I have not been anxious to mark my disagreement with Mr. Mann, where even some expressions of dissent might have been expected. On the subject of Classical instruction, had it fallen in Mr. Mann's way to state his opinions more explicitly, I might, if I rightly guess their nature, have felt bound to offer some remarks. His views of ecclesiastical and political government, though not irrelevantly introduced, or offensively urged, do not strictly concern the Educationist as such. At all events, I have not seen it to be within my province to combat, or to support, these views. Each will judge of them according to