

**THE EDUCATIONAL CODE
OF THE PRUSSIA NATION,
IN ITS PRESENT FORM**

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The Educational Code of the Prussia Nation, in Its Present Form by Anna Maria Goldsmid

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ANNA MARIA GOLDSMID

**THE EDUCATIONAL CODE
OF THE PRUSSIA NATION,
IN ITS PRESENT FORM**

Germany THE
EDUCATIONAL CODE
OF THE
PRUSSIAN NATION,
IN ITS PRESENT FORM.

IN ACCORDANCE WITH THE DECISIONS OF THE COMMON
PROVINCIAL LAW, AND WITH THOSE OF
RECENT LEGISLATION.

Edited by James Harrison Esq.

LONDON:
C. KEGAN PAUL & CO., 1, PATERNOSTER SQUARE.
1879.

EDITOR'S PREFACE.

"A word fitly spoken is like apples of gold in pictures of silver."—PROVERBS xxv. 11.

THE daily press teems at this juncture with letters treating of the vexed question of national education; with inquiries as to what is and should be that education's aim; with suggestions as to the best method for its attainment; with complaints of the ever-increasing costliness of the Education Act passed in 1870; with well-authenticated statements of the total failure of the Department's enactments to meet the educational requirements of the various grades of the population for whom it legislates,—I mean the working classes.

We English, it is herein made manifest, talk more and know less of what education is than any of the peoples of Western Europe, or than that of the

United States of America. The formula set forth by the late Sir Thomas Wyse, in his exhaustive work, published in 1835 and entitled "Education Reform," states, perhaps more tersely and comprehensively than any other treatise on the subject, what the true aim of education is: "To enable men and women to perform their duty 'Here,' that they may win immortality 'Hereafter.'"

A friend has just placed in my hands, and at my disposal, with the following remarks, the accompanying able translation of the Prussian Code which (with modifications) has been in operation in that country for the last eighty years:—
"Knowing that you simply wished to call the attention of English readers to the merits of the German educational system, with its graduated schools carefully adapted to meet the wants of children of every rank, and its teachers specially taught and trained according to the situations which they are destined to occupy, I have of course left much of the 'Schulrecht' untranslated, viz. the whole of the second part of that Code, consisting mostly of regulations of local, or provincial application, and all such paragraphs of the first (and larger) part as treat of matters that

have no direct bearing on popular education, *e.g.* the payment of the teachers." That Code, on examination, will be found to be something wholly different from the legislation tried and found to be such a decided failure, after its nine years' operation in England. I therefore think it superfluous to bespeak indulgence for the performance of the manifest duty of submitting it to the serious study and patient investigation of all who desire the moral and intellectual advancement of their compatriots, especially of those of the artisan classes.

ANNA MARIA GOLDSMID.

INTRODUCTION.

SCHOOLS and universities are national institutions, of which the object is the instruction of youth in useful knowledge, and in the sciences.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial data and for providing a clear audit trail.

2. The second part of the document outlines the various methods used to collect and analyze data. These methods include direct observation, interviews, and the use of specialized software tools.

3. The third part of the document describes the results of the data collection and analysis. This includes a detailed breakdown of the data by category and a comparison of the findings to the initial hypotheses.

4. The fourth part of the document discusses the implications of the findings and provides recommendations for future research. It also highlights the limitations of the study and the need for further investigation.

5. The fifth part of the document concludes the study and summarizes the key findings. It emphasizes the importance of the research and the potential for future applications.

6. The sixth part of the document provides a list of references and sources used in the study. This includes books, articles, and other relevant materials.

7. The seventh part of the document contains a list of appendices and supplementary materials. These materials provide additional information and data that support the findings of the study.

8. The eighth part of the document is a list of figures and tables. These visual aids help to present the data in a clear and concise manner, making it easier to understand the results.

9. The ninth part of the document is a list of footnotes and endnotes. These provide further details and clarifications on specific points mentioned in the text.

10. The tenth part of the document is a list of acknowledgments. This section expresses gratitude to the individuals and organizations that provided support and assistance during the course of the study.