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Thomas Schorr as Schulmann.

Ceremonial speech to celebrate the 100th birthday

gel I alien from

H. Utzingei', SeminapdireRtor.

-----»o:^Or.----- --

In the case of the man we are celebrating, the poet's word does not trill:

Confused by the party's favor and Ila^s, Scliwankt scin Ghaiakterbild in the Gescliicde.

For two decades, Thomas Scherr was one of the most hated and most enthusiastic men in the canton of Ziiricli. The judgment has long since been clarified by indcs; the pre-conflict and hostilities are not common, and his name is not bound by one of the most liberating periods in our history.

In 1839, the Decree of the Thirty Years, in a single volume, was published in accordance with the Zurich Elementary School Decree of the Thirty Years, an unrelated Dcnkinal of a schopt'crischen time. Schorr has played an excellent part in this; manclie had been designed by ihni sciber ini orders of the Education Council. The most important of alien is *the 'Jesetz llba)', the organization of the people's sckulioesens^, which is not called the "Schcrrsche Schulgesetz". In our Briniar School there was an organization that it maintained until the year 1900. It was profound changes that were needed. However, in the case of general change, various provisions betray the desire to facilitate the transition to new teachers by adapting to the existing situation; for example, the fixing of 120 as the maximum number of pupils for one teacher; for example, the power of school places to reduce the number of hours per week in the summer from 33 to 23. Efforts were made to give the new school a reputation among the people through ceremonial occasions. Every year, 14 days before the Begiim cines new course, the Ilarrer had to give a school sermon; On the following Sunday, the new children will be presented to the church by the president of the school board with a*

speech; each newly elected teacher was inaugurated in the church in front of the assembled congregation. Even the dahrespnlungen are surrounded with a certain austere pomp. It was important to the teachers that they should be protected by a special paragraph in their Melhods against the overthrows of the local school authorities and that they should be exempted from the pre-singing and church service.

The main innovation was the *introduction of year classes*. The old school did not have a class division. It is true that the pupils were divided into names, testaments, etc., according to the teaching material they had to master; but the teaching was individual; each pupil said, when it was his turn, the workload they had learned. Comenius had already proposed the division into annual classes; but the dedication of having peeled such and assigned each one their definite task, Scherr said. Above all, the new school owes the fast and secure Eortscliritte, which the Shiilers made, and which aroused the joyful admiration of all well-disposed people, and which caused even Scherr's opponents to praise appreciation. Even the reactionary 39th Regiment did not dare to tamper with these pillars. The *division of the ten ^chulk classes into elementary ^ Real-, Re2)etier- iind Singschule* corresponded to the tasks assigned to these departments. The Subjects of elementary school: Driving and language exercises, writing, reading, arithmetic should preferably be part of the formal

Bikking dieuen; on the following Shife jointeii sicli as ncue Bildungslcmciite the Rcalicn hiiiizii; the Hcpctierschiile haslc the gelenite to re-emerge and befcstigeii and by the direction of aid's practical the connection with life; The Singschiile was given the task of improving church singing and promoting the noble folk singing of young people, which Nageli and Scherr held in high esteem as an integral part of popular education.

In addition to the enactment of the school law and the establishment of the seminary, the first concern of the department of the Council of Education which was to supply itself to the People's Schulwesen. In most of the scabules there were: three 1 lotto Namenbiicblein, the Wasserbiicblein (prayers, songs, Spriicbe), the Lehrmeister (excerpt from cateebism), the new 'restament, the Kircbengesangbueb. In the better Schulen came noeb some andre binzu, among which cine grammar, called the

Declinirbuclili, and the grossc Kateebismus. In place of these means of life soliton now come to the conclusion of the Educational Council: A first reading book, a shabgrammar, a turnip for the doctrine of Zaben and Eormen, a realistic reading book, a reading book I'ir Repcticseln'iler, pre-log sheets for writing Sebon, Muslerblätter for Zeielmen. These livers were rubbed out. Seberr was commissioned to sebatren a linguistic 'fable' work in the first class, Nageli in the first class, a musical work and a singing book; three (ioistliebe soliton die rcligibscn lebrmittel: ein Spruchbueb, biblische Erzablungen and cin religibses Liederbueb. Seberr was involved in the expulsion, but worked on his Elementar-Spraeb-Bildungslebrc, which was also incorporated into some scabules, in such a way that it resulted in a Taliellenwerk, a Lesebueb and a grammar. The Ansebreibung had I'ir the Spraebunterricht only ungonngonde Lingaben to the Eolge; , against the fact that the Council of Education and Educators has done well and carried out its obligatoriscb cin. So was the sebule luit dem

Kiistzeng fiir dei Spraclunterricht. Langsanicr was concerned with the rest of the teaching aids. An input for the 1 realistic reading book of the 4th to 6th grades did not please; The Belidrde was commissioned to write a number of experts, professors and intellectuals, guides to history, geography and geography, natural science and natural history. It makes you think that the work of these gentlemen was too high for Priinarschiiler, and now the Board of Education has assigned all the materials to Scherr so that he can use them to produce rich teaching ideas. He subjected himself to the task of working on individual parts, requesting the help of Eadiinanners for the processing of individual games. Thus, admittedly, it was not until 1837 that the Kealbuch could be incorporated into the Sdiule; this febite but nodi the geograpbisdie part, which was not finished until 1839 and as a result was too late kani.

How difficult the creation of Lebrnittel is, is also determined by the 39er Erziehungsrat. He is only too happy to replace those of Scbcrr durdi others; But Nidit went all the way to the aliens Znruেকেবren, and to sdialf new usables, Nidit succeeded. A general confusion ensued. However, in 1846 the Liberals were again at the helm, and the Liberals were again made obligatory, and they hadbeen reworked by their own authors using the experience

they had gained, and since about 1 decades ago they have been used for the lowest level of education and intellectual advancement. They are introduced into other cantons and translated into foreign languages.

Scherr knew, however, that it was not the liver remedy that was the gutc Schille ausniadit, but the frequent use of the same. However, especially in the 30s and d'30s, he made it necessary to keep the teachers here. This Zweek used his seminary, his study, his participation in conferences, various conimentaries for teaching aids; Audi's fighting body, the Pedagogical Observer, was in place for these purposes. His most powerful achievement of this kind, however, and his main work of all is his *Jlandbnch der Pudagogik* in 5 volumes. The first volume, containing the all-genius Krziebungs- und Unterriebslebre, was published as early as 1839, in 2. Aullage 1847. The other four volumes contain the curriculum of the Priinarscbule as laid down in the Lebrinittclii, furthermore precise information for the binding of the sclben in pnidivisions for each absence. Not only the linguistic Cntcrricht, but also the bealiens which undermines religion, Recbnen and Eormenlebre, Scbbiischrift, Zcicbncii and Gesaug, ja scllist the first body sibilungn. A tremendous amount of work has been put into these works. Such a detailed instruction in the use of the wine may make us feel today as an unwieldy gagger of the liver; but it must be borne in mind that at the time there were many teachers who had no training or only inadequate training; and, especially in the uneventful period of the 40cr Jab re, the handicraft was an unavoidable friend and daily guide for hundreds of people.

If, in the last four volumes of this work, we see Seberr gleichbsain in his laudary dress at the luetbodiseben work, so we learn the basic ideas of the master at the beslcii in the first volume, a boy who is hcute nocli sebr stimulating and worth icsens. Let's linger cine for a short time dabci.

The Vertasser describes as its Zwock: "Scabbers, educated elders and iiberbaupt a He, who are devoted to the idea of general education, to engage more deeply and vigorously, so that they may contribute to the expression of these ideas with dcsto mebr bbler and Eiiiisicht. In the case of sole purposes, it is necessary to bind the object in a simple and general way, and indeed to make the object partially clothed in the garb of the sub-balluug." He began his

teaching book of pedagogy with an exceptional "life story of a boy from his birth to his fatherhood". This section provides the basis for the development of the following discussions, pedagogical approaches and teachings. Scherr may have Rousseau's *Emil* in mind; but, unlike this one, who wants to show the achievement of new babes, in Scherr all the precedents are relegated to real life. The gradual remembrance of adolescent psychiatry and their gradual development do not offer anything that repetitive parents could not observe in their children. And this paragraph is like a novella, thanks to Scherr's shabby powers of observation and literary talent.

How Scherr understood the teaching of *psychology* in the seminar is clear from the following passage in the preface: "Die psychologischen Diskussionen sind überall mit der Pädagogik verbunden. Ein vollständiges System ist unter diesen Umständen nicht zu erwarten. Mein Ziel war es, auf den geistigen Organismus und seine Ausbildung, die inneren Kräfte und ihre Tätigkeit in einer konstruktiven Weise, und zu geeigneten Illustrationen von abstrakter Gedanken in klarer und schabber Illustrationen. Die Weise, in der die schwierige *Stolte Ijebandelt* ist bündelt zeigt in jeder Bewegung den Meister der *eleniastarianism*."

Scherr dedicates a sebr and affectionate bond to the communication from *the history of the Educational and Teaching Court*. With Recht; for the Kenntnis (lessen, Was frfibere Zeiten fiber Education and Instruction have been done and accomplished, asked, among other good effects, that it should protect the individual from darkness and over-scathing. With some fondness he uses the Griceben, which he motivates with the words: "It is not possible for me to direct the scoundrels to the sages of this people, so that they are led out of the narrow shrimp of the forestep." In a section bidet he contributions to the creation and

Organisation des schweizerischen Volksschulwesens. To this end, it shall be made available to the cantons and by inquiring privately. So Scherr's is the precursor to our current school statistics. Particularly noteworthy, as the other centuries of pedagogy are accustomed to doing so, are the "Communications from the Society of the Portrait of the Deaf, the Blind and Cretins".

The agreement on the proper *Pedagogy* is a systematic way of life, but it is a well-ordered addition of everything that is important and worth taking to heart for the teacher. The *Einziehung* defines Scherr's (jointly) as "the influence for the training of the body and mental faculties of the child". The purpose of education arises from the constitution of the human being, and this consists in the fact that man is born to a noble disposition and activity. The main principles of educational knowledge are:

1. Education must be adapted to the course of development of the human being;
2. It must recognize and use that which has been established by the authorities and experience as expedient and useful;
3. Is it necessary to keep the needs of the present, while it in the direction of perfection in the future?

In this way, Scherr circumscribes the task of the three helpful sciences of the educational life: 1) Anthropology according to their physical and mental side, 2) Education, 3) Ethics.

After a grounding of the various forms of education (natural and cultural education, private and public education), Scherr comes to the conclusion: "The best design is probably where the parental home and the school in good universities carry out the first education, so that the home takes the bodily care and the education to delicate for more intimate verbal instruction in the family circle; but the school promotes special knowledge and skills through educational instruction, and brings the virtues and virtues of the healthy life to knowledge and execution through teaching and example."

We do not allow ourselves to go into detail about the details

liber *of historical education*, although it is wise and deplorable words that Scherr speaks about the superfluity of sprecliverinogen, the stay in the open air, children's games, the love of images, the formation of the mind, rewards and punishments, the duties of the bi i i i with regard to the school. His demands are now universally recognized; but, after more than 50 years, we are unfortunately still a long way from being followed even in a respectable fraction of families. What is the cause? Undoubtedly, first and foremost, in social conditions; secondly, however, in the fact that, despite so often repeated demands, the appropriate way does not yet seem to have been found to enable the female sex for its most important gift.

Scherr *determined the atifgabe* of the elementary school by the well-known sentence, which he also brought to the head of the school society. This indicates the three purposes of teaching, the *formal*, the *real* and the *moral* education. He describes the most important precondition for the flourishing of a school as the personality of the teacher; the qualities that a good teacher must possess are: the gift of spiritual and spiritual stimulation, the gift of psychological observation, the power of one's own unfavorable disposition, open cordiality, a never-ending 'instinct to readiness', a cheerful participation in the joys and animations of the children's world, clarity and distinctness in oral expression, a firm religious faith, the conviction that elementary school is an essential condition for the inheritance of the

Humanity is, moral and personal. From the rest of your pedagogical science, which has not become the genius of today's pedagogical education, I will present a few points. whose Krwalinuiig aiicli heiile noch not be iibcrllussig diirft.

Rewards are quite dispensable in a good way; the joy which the gcistische stimulus and the social school life bring are reward enough. Nanientlieli is the place to be based on merit, as well as the school pnumiums, "which usually reward only the preparatory aidage, rarely" the merit, bring disproportions between teachers and pupils, and already in the hearts of the little ones the (jualende flanune of ambition ignite) — ".lcde school *punishment* must be of an educational nature; Deprivation of the pupils is the purpose of the punishment." This "should therefore be in close proximity with the fields and improvement". "The purpose of the punishment shall be

explained to the pupil, but briefly and briefly; Witch mons and preaching sermons are to be refrained from, liberhanpt the most exquisite punishments are ineffective if it deprives the teacher of licbc, strength and strength."

Seberr spoke out strongly against the *separation of the GenchUchfei'*: "Both people are destined to live together; so it is good if you get to know the eyelid damage in the mind and (leimits) in good time and learn to acLten and tolerate each other. One of the advantages of social life is that for the general public, we consider the 'I' race according to the Gescblcchtrn to be a great misfire."

In many places the Belt-1 system is used to teach a teacher. "The intrinsic nature of this is that the citizens are mutually subordinate to each other.

the teacher, on the other hand, merely acts as a leader and supervisor of the Gauze." Scherr rejects this system, as it would enable the acquisition of school skills, but not educational teaching. On the other hand, he recommends, especially for large schools, the use of *teaching machines* or monitors. These are preferably used to reproduce and repeat what has been presented by the teacher; they are supposed to give self-employment, give explanations, correct mistakes, support the weak. Students are selected for teaching with excellent abilities and knowledge and no constant variety. The lowest classes, in which self-occupation is most difficult, gather in a circle with the pupils, and the exercises are carried out in a reduced voice, only accessible to the closer circle."

Scherr calls for the individual teaching materials to be "eliminated from the teaching and the subject matter". The doctrine does not belong in the textbook; they come alive and anew from the teacher. The learning material must include: 1) the given for absorption through learning; 2) what is required in the tasks for one's own self-employment for silent employment. Scherr rebukes textbooks that are too large; they cause the teacher to get stuck in the middle of the stofle, Or then neglect other subjects. But even textbooks that are merely fragmentary, 'which do not comprise and conclude a certain course of education', must be discarded." With all my might, Scherr, instructed by experience, defends the obligatory use of teaching materials.

In the introductory section on *alethodics*, Scherr discusses the different types of methods, the demonstrative^ heuristic, catechetic, etc., as well as the methods named after the Krfinders. Among these, the criticism of the *Pestalozzisque method* arouses our particular interest. Their principles —the development of human nature according to the organic laws of this nature itself— are obligatory

Sehr unbedingt bei; he was the einzig correct and in every good method of speaking in. According to this, any psychological course can be understood by means of a mental training course in Pestalozzi's sense. In general, this method of *inductive progress* is due to the fact that the pupil finds himself at any moment in complete possession of all the things that are required for the completion of the new task presented. Pestalozzi refers to the three areas of the *Elementary Language, Zaid, Form*. This is related to the fact that *Pestalozzi's* teaching has an almost extraordinarily formal purpose. Furthermore, according to this method, the *Stoff* is worked out in its complete progress, so that in the training of the teacher he does not need to be one step ahead of the pupil in order to teach well. After that, the teacher completely backs the remedy. As a result of the principle of non-existent progression, the means of life processed according to the Pestalozzi method have almost always failed. She was most successful in Nagli's vocal training teachings. Schei'r reproaches the Pestalozzians for paying too little attention to the rural conditions of the elementary school; they have too little insight into the duration of the lesson, the words of Schiller and the demands of practical life. He reproaches him for the excessive emphasis on the formalistic (i) and the Schillers, especially in being and measuring, never came across these *binäus*, and did not arrive at a freer application of what they had learned to the practical level.

If we accept this criticism as justified, Sdierr does not do justice to his predecessor in one respect; we miss the mention of an *Hauptgrund* of the Pestalozzian methodology, the demand that all *Lernstoff* on *Ausschaltung* be.

It must be explained why, in the first three years of the 19th century, we are so fond of the Pestalozzian, which were discussed all over the world.

Little effect in our school verspiireii. On the one hand, this is due to the political conditions of the time of the Marriage, but on the other hand, it is probably also due to the fact that the Pestalozzi ideas that were so prevalent in the courses and teaching systems were still carried through in a spirit of nonsense. As an example, let's take a look at Pestalozzi's *book of MuUer*^{^^}, inspired by Pestalozzi . This is a detailed course in which it is shown how the mother or the teacher observes and talks to the child. The object of observation is the human body, which is not the most important thing. In the first of 10 exercises, the parts of the same are shown and named to the child, and the child repeats the words. Then sets are formed fiber the location of the parts of the body, their number, properties and operations. The circle of views is generally expanded; in the passages where there is talk of seeing, hearing, speaking, and using the hand, the outside world that is true to the child can of course be brought in. A doctrine of decency is also occasionally associated with the correspondence. Of the three principles of discrimination – perception, the interpretation of the teaching pillar and the uninterrupted gait – the latter in particular is taken to the point of pedantry. Thus, even in the first (years, where the parts of the body are merely enumerated, e.g. the toe knobs are distinguished in the following way: The anterior knobs of the big toes, the hind knobs of the big toes, the anterior knndchel of the big toe of the right foot, the posterior knndchel of the big toe of the right foot, etc. So it goes through all the knndchels and toes of both ffisse. It is understood that this reputation, which was not intended for learning to read, but for the first visual and speaking lessons, could not be used either in the family or in school. Although not all the teaching materials of the Pestalozzi school were so impractical, none of them were able to penetrate the elementary school, and so their ilalbscbluinmer continued until the king's son Scherr awakened the sclafeiide Dornrusclia.

In order to pay tribute to the merits of Seber in your field of *language instruction*, we take a look at the *circumstance of this teaching in the old school*. Scbiiler, who entered the lieu, was first given his hand with the name booklet. This unleashes the small and large printing books, which are quite haphazardly laid out in the form of

sillien in the middle of the winds. With little help from the scbulmaster, the child had to know the Buelislabei, dami the syllables mid Wdrter gelaiiiiig buclislabiren mid lesen Icrtieii. The Namenbuelileiu was followed by the Waserbielilein, then the Lebrmeister, the Testament mid das Kireheiigesaiig- bueb. The spelling was continued until the pupil brought it to some proficiency in reading. The Iiibalt of the Biicher was consistently religious in nature and had to be recited by heart. Of an explanation was not a Bede, so aueb iicbt of Verstiindnis. . According to the Aniagen or the Bauslicben Naebbulfe, the Schnier worked less or less rapidly through the various teaching aids; nianche remained in the beginning sleeken. — Whoever acquires some skill in reading may start with self-rubbing. The writing lesson consisted of < the children use templates; It was not read, it was only a matter of an inadmissibly accurate reproduction of the documents. Anyone who was able to do this well was considered to be seized and was considered capable of becoming a school riveter himself. As a special favor, e.s was betrayed when the Scriiler were allowed to read Gesebriebens. For this purpose, the children brought old chancellery documents from home, the words of which were spelled out and read. But this art was not taught everywhere; Among the examiners who were called up for examination, there was one who could not read anything himself. — With such an intellect, the wedge, the wedge and the spirit had to remain undeveloped. No wonder that the teachers of their lasein dragged heavy biirs with annoyance and most of the children regarded the school as a place of torment. Even if educated and ambitious teachers achieved decent results in the Stiidten and in large rural communities, and the Pestalozzian ideas also shone into the school here and there, most schools stared at Fornialism. But even on the better teachers, the pressure of the old unpsychological method weighed like an alp.

We therefore deny what a joyful experience it aroused* when in 1831 Scherr's *Elementar-Sjrrachbildungslehre Oder Anleitung und comprehensiveer Stofi'* (Elementary Sjrrach Education Theory or Instruction and Comprehensive Stofi' to teach children in an educational way in speaking, writing and reading" appeared. There was now a teaching aid which fully complied with Pestalozzi's

demand for the psychologization of the teaching stoff'es and, in comparison with the previous teaching aids, was so practical and intelligible in detail that the teachers achieved the most beautiful successes with it. — According to Scherr, the task of elementary language teaching is "to develop more precisely the language skills brought by the pupil from his parents' home, to correct the expression and to teach the Schiiler as much language proficiency and understanding of the language. that he should present his thoughts in simple sentences as well as in written order, and that he should also correctly comprehend the communications of others." — The first course begins with the *Read-to-Write U7 course*. In this, objects that really exist or are present in the illustration are clearly named and the names are clearly repeated by the students. Through very slow and sharply articulated pronunciation, the words are broken down into sounds. The old spelling method is thus replaced by sounding. This is followed by the writing of the letters. This is followed by the decomposition of the Wdrter into Sitben and their combination into Wdrtern. For example, the read-and-write lesson combines the following language exercises: pre- and post-

speaking, lounging, writing and reading. — The second stage teaches *sentence formation*. This is used by Scherr to expand the still disordered stock of ideas of the children in a logical and orderly manner. First of all, the species species are searched for and emitted; Sentences such as: the book is a school, the knife is a tool, etc. Now the appearance of self-reflection is required: the rose is red, the stone is hard. At the same time, the *zablbeigrin's* are used in silzene and at the same time the multi-forms are used; man has two hands. The inclusion of the words of action gives material to a wide range of phrases; a distinction is made between the present and the past, the active and the sorrowful. The extended sentence brings additions and *jeslinnnuugen*, which provides an opportunity for the insertion of the *eallfornies* and prepositions, *al Ies natiirlich* without grammatic terms. (ii) moral *principles are developed* on a few occasions; *Examples* and reports read patterns of similar representations. — This, in brief, is the content of the first and at the same time the most important part of the Elementary language support doctrine. In addition to these, the 2nd and 3rd 'Veil, containing a gram and a single presentation of the biblical story, were nodded in originality.

IEZe *int Scherr to his A/ethode gekomiiien?* Various conditions worked favorably. His father had already given him a relatively good and thought-provoking language lesson. The study of ancient languages at the Gymnasium had broadened and vertienn his understanding of the language. In the institution for the deaf and dumb at Gniund, where he worked for three years as a learner and four years as a teacher, she was confronted with the problem of language teaching in its most difficult eorni. The abandonment, people who have been denied hearing. whose linguistic organization is inadequately developed, which in Eolge does not speak in a new way, and only a few notions sit, understand and speak to Ichren, compelled to the deepest reflection. While in Fnmkreich the deaf and tumes were mostly taught the donor language, in Germany, as well as in Gniind, they tried to reach their goal through the more natural-appearing lip language. This was intended to enable them to associate with full-minded people who do not understand the articulated giver language. It was precisely at

that time that the writing method invented by Graser caused a sensation. He said that this method was nothing new, since it was used in the 'robbery-mute' classroom in the most laid-out way. When he had been appointed to the Institute for the Blind in Zurich, and this had been enlarged by the admission of 'robbers' mutes, he set out with iron diligence to compile and methodically arrange the entire language training course of his Schiiler down to the last detail. A sub-teacher of the institution, who had been elected chief teacher at the municipal school for the poor, now used the language material for the teaching of the full-minded. The Kesultates caused a sensation, which meant that other Juchrers now also introduced the Scherr method in their own schools. Scherr was asked by various quarters to give a special opinion on this. For the time being, he gave them in his apartment on Saturday afternoon: teachers made a pilgrimage to him for 4 to 5 hours to attend the conferences. Afterwards he set up such meetings in various places in the country, so that the number of his disciples increased continuously, which encouraged him to extract his elemcntar language training doctrine while still a teacher for the deaf and dumb. It appeared in 4 'Teileii, in drci booklets for pupils and a handbook for teachers.

The origin of the elementary language formation from the deaf-mute Unterriecht had its light and dark sides. These consisted in 1) that spelling had to give way to the sounding, 2) that the so important sounding was given a lot of time, 3) that the clarification, enrichment and order of the ideas and boundaries received an extremely careful care. On the other hand, it was a dark side that, at most in the first aiillagen, the purely phonetic oltenations took up a much larger amount than would have been necessary in the teaching of full-minded people. Thus, in the 2nd Audage of the Eletnentar liesebucbes, published in 1834, we still have many pages of readings of words which, regardless of their meaning, are arranged only according to their phonetic setting. At that time, inner pages rub against each other in sentences, where it is also not about the content, but about the emphasis. — The same cause is probably due to some peculiarities which can be found in the teaching of language education. Thus, for example, the grain pa rati v "grbsser" is derived from "gross rnehr" (the teacher is much more than Karl), by wiping

away from in and h in "mohr" the syllable "er" (ibrig) remains; furthermore, the superlative ending st from "mostly" by deleting "mei". Illustrations sought after by soldiers could perhaps be used in the teaching of the deaf and dumb; Normal-minded children bring with them the knowledge of the forms of increase from their parents.

However, for all the tenacity with which he adhered to his principles, which he recognized as correct, Scherr always strove to improve his teaching materials and was also amenable to the councils of the schoolmen. For example, the "Precise Guide to Elementary Instruction in Speaking, Writing and Reading", published in 1833, already shows various abrupt improvements compared to the Elenientar language support doctrine. The life of the whole first school year is relegated to a table that replaces the old Nainenbudilein, and thus it is clear that the individual lessons of the alien school are to give way to class lessons. A further step forward is that the language and sound exercises should be carried out independently and that the teaching of the school should be preceded by a güles Stüick. Another significant improvement was the introduction of the additional sentence in the language lessons of the 3rd grade. Without any grammatische Bzeichnung all the arls of the same are made by mere (Jbungen the Schfiler laulig. The content is already indulgent reading styles or then freely deprived of the imagination circles of the students. Even today, I have pleasant memories of these beautiful and rich sentences from my own childhood.

Characteristic for the rulers Elenientarlehriittel are the *descriptions* of things, plants, animals and crafts. The individual reading styles are written according to a strict scheme. These descriptions have been reproached precisely for the schematic nature and the associated uniformity of the phrases, as well as for the lack of any stimulation of the gem fit and the imagination. However, it must be argued that the early habituation to the strict order of thought has its educational value, and that imagination and spirit come into play in the splendid descriptions of animals and plants in the teaching materials intended for the 4th to 6th grades.

The adornment of the shadowy language bibles are the moral

expressions he wrote himself. Its purpose was to stimulate and develop the moral sentiments of youth, and to present the moral concepts in a vivid way, without definitions. In doing so, Scherr agrees with the philosopher and pedagogue Beneke, whom he is very fond of, who expresses himself in this way above the moral and religious teaching of the first stage: "The only appropriate form is that of the special liisto-ric and lyrical))position. The history of human beings and the unavoidable manifestations of their minds must be presented to the children and made as much as possible internally: imager of religion as regulating norms for the future." Simple examples of life illustrate the virtues: love, gratitude, obedience, diligence, deference, charity, sincerity, honesty, etc. On the basis of these stories, Scherr advises the teacher to try to awaken the children's sense by explaining and explaining them.

Enlargement of the imagination enliven, so it classifies the \organg quite vividly. During the reading, there should be a friendly conversation between scholars and scholars; It is possible to take part and enjoy a good story, and finally to make the teacher aware of the children's life processes and occasions, to compare the actions and interpretations of the same with those of the narrative and to guide them to the conclusion. , I.E., he warns the teacher not to add to his first attempt what he, Scherr, had deliberately omitted, namely, to give every good deed an iiberschwengngige reward, giving way to the stories of Ghristoif Schmid almost throughout.

The childlike and beautiful language of the stories is particularly noteworthy. . Nothing childish, no striving for folklore, no violation of the correctness of the language, to animate the expression of the child's language. Liesc's stories are classic in their way. Like good old Bckannlc the Gcschicbtcben seem to us; Wilhelm stood in front of the neighbor's garden door; On a bright winter's day Karl looked; Simon was an eighty-year-old man; eiu frenider wanderer traveled through a village; it was a silent winter night.

It must be clear why Scherr did not include fairy tales and sags among his stories, not once fable. Even in the teaching centres of the upper level, they are found only in the cigentlicben poetic section. He gives us the following information in his Handbook of

Pedagogy; "Anziehende Fabeln always have a pungent aftertaste of the witty and the mocking; liberties are the personifications of most fables outside the realm of the children's world, and the negative prevails. Rather, we want to see the 1'arable here at the Grte; dock we give the most definite preference to the doctrinal facts — and we have them in great abundance — « • * Fairy tales hardly belong in the teaching of the school.' Waruni isn't it? So we wonder in view of the fact that a modern pedagogical direction has made the stone rejected by your master builder a cornerstone of the teaching of attitude and language. Scherr's answer (father and son 1) is probably somewhat exaggerated: ". It seems to me pernicious if even at school the children are led to it, the reading styles will usually present extraordinary, adventurous, wonderful, untouched things. You don't want to offer strong food to the children's stomachs; but heavily pampered reading is given to its own mind at an early age." Dadurcli only creates lazy reading addiction. Another reason can be found in the following: The first decades of Scherr's work fall into a time when blatant superstition still prevails among the people all over the country. He regarded it as one of the main tasks of the school to oppose this superstition, and it seemed questionable to him to use types of poetry so closely related to superstition in his teachings. Audi was Scherr, with the old depth of genhits, fundamentally a rationalistic nature. The school is supposed to educate for life, and he wants to accept only those means of instruction that do not contradict real life.

The fact that Scherr, although he was not fond of fairy tales, had a great sense of *poetry*, and even a great poetic talent himself, is testified to by poems written by him, such as Fremdling's Homecoming (So Hutt' ich denn nach lange Wanderjahre, o Berg der Heiniat, wieder dich greifen), Naturgenuss (Hast du, o Mensch, Bekummernis), Waldmann's Death (Sorgumdiistert sat in the Saale) and others. So he knew how to choose poems suitable for each stage, avoiding the pitfalls that some fail to achieve, forced naivety, soft sentimentality, dry doctrine. In whose soul do not the verses resonate from early youth: "A blackbird black as colliles", or; giiig ciii Malider nuihen irn field the ripe clover". In the treatment he places a main emphasis on the awakening of the right stimulation,

which can be effected by a soulful reading aloud. The declaration should be limited to what is necessary. For the treatment of lyrical-epic poems, he (*Bildungsfreund* 2nd anti.) recommends the following course: "First, the teacher or an experienced Schiller prepares the piece; then the whole of what the poet tells in his language is given in a short prosaic narrative; but thereupon it is inferred how the poet introduces, continues, and concludes his narrative; furthermore, special attention is paid to the persons involved: finally, those passages are sought out which appear to be excellently successful, and finally the poem is then read again as a context?*" Subsequently, Scherr warns against linguistic and content-related broadness. "This turning and sweeping of the material to alien sides, this kneading and dripping of the wblers, this Inistellen and dismemberment of the sentences, this logical and cruinattian distinction and searching, these moral and logical coercive applications: niissen by this catec.hetical flood not sense and reason, feeling and noise, lust and love are swept away I in preface to the last aullage of the „ Teundes" (1866), he gives a drastic picture of how a learned lecturer in the way Latin and Greek poems were linguistically distorted in Gyinnasia, for example, dealt with Lhland's poem "Little Boland", and then bursts into a sigh: "O thou far-reaching! you have no arrows, uin on the pedants. who desecrate the grove of the Muses, threateningly aim^ If it should be true, as inanche claim, that Goethe and Schiller do not have a long period of time before they enter into salvation, then a more embarrassing bition may be imposed on them than the "spiritual^ presence in certain school hours."

Scherr also *took a reforming approach in the field of school grammar* : although grammar was not taught in rural schools before him for good reasons, it was taught in urban schools, for example. This, however, was only a desolate skeleton of rules, of declensions and conjugations; it was a copy of Latin grammar Oder was based on Adelung's German language teaching. Adelung, the great language legislator of the 18th century, erroneously believed that the dialect of the educated classes of Upper Saxony was the actual Boch German language; From Bier it was adopted by the writers and thus became the written language. Grammatical instruction therefore has

the task of teaching the students the form of this language by means of rules and documents. A different point of view was taken by Becker, who influenced the grammar of the Schulbuch by his "organism of the Sprache" published in 1827 and by the following Lebrbucher. He regarded the language as a product of the human mind, grammar as an applied logic, and so he created in his textbooks a firm doctrine of the German language, the system of which, as he believed, should be applicable to all languages. He saw that language owes its existence not only to the intellect, but almost to the mind and imagination, and that most linguistic processes take place in the secret sphere of the unconscious. Becker was caught up in the further error that the New High German was actually the language of all Germans, at least of all Upper Germans, and since the dialects deviated only slightly from it, it was only necessary for the children to think about the language, i.e. to teach them grammar, and to teach them the correct structure of the language. Scherr, who was himself a logical nature, was powerfully attracted to Becker's grammar, which, however, represented a great step forward in the rotten and unscientific aristocratic language building. He also regarded the teaching of grammar as a major component of the language and language. — In his elementary language training doctrine it forms the second course; in his later language lessons he instructs the pupils in the three classes of the Keilschule. — Scherr saw his task as clearing a forest for the school at the linguistic-grammar school, to multiply and to methodize the school. Of course, Hess was anxious to transform the knowledge gained into linguistic literacy through many exercises. In addition, however, he was the seventh believer that Grammar was a way of thinking, that it possessed great formative value and, if it had been carried out, could to a certain extent replace the study of alien languages for the scholar of the folklore. We let Scherr himself speak about the method of Grammar: "By composing words and by sitting down the matter is first given and presented, illustrated; then, with the help of the teacher, the doctrines are abstracted to them and summarized in a short, simple and clear way; this is followed by tasks such as practice and application. The grammar school booklet contains for each section: a. example

sentences, b. theorems. c. Tasks. Everything else is up to the teacher." It must be admitted that Scherr initially went too far in his demands on Schiller, that he, enticed by Becker's Theorie, made too great demands on the children's power of abstraction. But he soon realized his mistake. If we compare the grammatical means of the 30s and 40s with those of the 60s, we see a continuing striving for simplification and elementalization. The "Teaching of Languages" is gradually transformed into an ineludic collection of linguistic (i.e.

But Scherr, in spite of all his striving for abolition, could not understand himself to do so, the Grammatik, as was Yrlandt from some quarters, as überflüssig from your subject matter of the

t*rimarschule. Admittedly, he admits that he has heard quite a number of Lehi-er given grainmatic lessons, "of the kind that the wooden school biinks of the teacher and the pupils have no mercy." But he also met many nobles who knew how to stimulate the students and instill in them a lively interest in each.

While the old school had only religious instruction apart from reading, writing and arithmetic, Scherr also taught the *Reah'en* into the primary school. Not without resistance! Scherr justified the innovation in three Griinden. Firstly, the aim of the elementary school, general human education, requires a certain degree of realistic knowledge. "Whoever does not even know his own fatherland," says Scherr, "knows nothing of the history of his people, whoever has only vague concepts or erroneous views of the most common enemies and phenomena in nature, has by no means reached the level of universal human education." Secondly, social life requires education about the workings of the state, about trade and industry, about natural and artificial products. Thirdly, the realities have formal educational value in that they provide the appropriate material for exercises in thinking, speaking, reading and writing. — The philanthropic school has the merit of having incorporated the Hebrews into the teaching process of this modern school for the first time. But for a long time they were looking for the right form. Thus the Stolf was laid down in the form of conversation, or in the manner of the Catechism as questions and answers; elsewhere they tried to make it entertaining by mixing it with fairy tales, fables and poems; others believed that they should meet a scientific need by systematic arrangement and as far as possible detailed overviews. Scherr abei' offers a selection of the most suitable for young people from the Fiille des Stolfes in easy-to-grasp reading styles.

The main purpose of *history lessons* is to influence the mind and geniit. "There will be narratives given from the lives of great men, and individual important incidents are depicted in detail. The language should be clear and clear, but by no means so easy that the explanation could be avoided without any serious thought." "The memorization of many dahres, oils- and personnainen is in line with your purposes. The

predominant form is the biographical. In the lieilie of the censuses, the sequence of events is not left except Riicksicht?^ Since already in the 3rd class the biblical story was offered in elenitar representation, so it lay nalie, in the 4th class the Egyptians init Psanienitos, the Assyrians with Semirainis, the Medes, Persians, Lydians with Astyages, Cyrus. Krdsos, then to let the Greeks and Homer follow. He presents the most important persons and events of the Scweizergescdiichte in suitable places in world history. The examination procedure draws the seer as follows: a) Reading aloud a section (iürch individual sediuler; b) Explanation of this section, etc. until the end of the narrative; c) Jjoise's reading as silence! Bescliatlignng; d) Prixious recounting and replying, as well as coherent narration of individual events. — It is striking how much has changed since Scberr's first appearance in this Eacte of the *Lehrsoj*). According to the latest curriculum, tieschic classes do not begin until the 5th grade; the old history has been removed from the workload of the primary school; Images from world history should only be included to the extent that they are necessary for a better understanding of the history of the fatherland. It must be noted, by the way, that Scherr himself had already asked in the sixties to be converted to a salutary change; his booklets from this period contained only stories from Swiss history. — There has been a similar upswing in the *teaching sector*. Scherr is of the opinion that the school does not allow the young man to understand historical reading material, so that he can continue to read his own knowledge;

accordingly, it starts from reading and explaining. The newer method, on the other hand, requires the teacher to convey the historical reading material, as well as the realistic reading material by means of a short contribution and free discussion, and to give the reading book only the second place. There is no doubt that the newer method is the more natural one; but Scherr's point of view is not without a certain justification.

Sebert's instructions on the introduction into *geografische* teaching are very intelligible. As early as 1847, in his handbook, he recommended starting it in the open air, with the teacher explaining the first geographical concepts to the pupils from a different point of view. The teacher then had to sketch what he had seen on the blackboard and thus prepare him for the reception of the card. But since many geographical conceptions cannot be obtained by direct access, he proposes the creation of a gentle landscape from the glimpse of a wall map, on which all geographical elements are illustrated. He also warns against too much detail and overloading with names with numbers; on the other hand, he recommends small characteristic descriptions of the country and the plants. The workload of the 4th and 6th grades must seem very overloaded to us. What Scherr squeezes together in three years is now spread over five years.

The *natural* teaching mainly extends to descriptions of plants and animals. The selected counter-species should be representatives of genera, and possibly be able to be detected not only in the picture, but in nature itself. In addition, however, individual animal and plant species from foreign countries are not missing; for it is a fact that children are more attracted to alien objects than to the uniform ones. In brief glances, the main specimens are put together and thus the generic terms are developed. — In addition, Scherr also demands information from the natural sciences for primary schools. Like the consideration of the earth as the body of the world, it also attaches great importance to this part of the school teaching; he could do the most to beguile a trivial, better life view and to put an end to the tormenting superstition. He does not deny that this teaching presents the most difficulties among alien teachers because of the illustration. In the geography and natural history lessons,

cartel and images have been established; for the doctrine of nature, it means experimentation, apparatus. The Kostei raised objections to their appeal. But already the seer rightly recognized that for the illustration of important phenomena and I'at things, very simple preparations are possible, which can be made at almost upper cost¹. He describes a number of soldierly elementary experiments, e.g. how it can be proved that the air is a stumple, that it is extensible, that it exerts pressure, and so on. It requires an explanation of atmospheric phenomena, a description of the devices used in practical life, such as barometers, thermometers, flash alarms, etc. As practical and reasonable as these arguments are, their presentation in the *Sculbucblein* must be misleading for the teachers. The teachings are dressed in the garb of an interbaltiation between a Dr. Eriederich and the Shiilers. There was a temptation to treat as a reader what was to be the subject of little discussion. (By the way, it seems that this part was omitted by the teachers most, and so it was omitted by Schorr himself in the later adaptations of the *Bealbticher*.)

After the everyday school had been provided with teaching aids, Schorr set to work to equip the 3rd grade, the secondary school and the secondary school with pupils. hn .lahro 1849 ercbien oin such fiir die *Jiepeiir- unt{ Ergihizangsaehn/e*, consisting of three parts for the three

Classes. In an appendix he gives detailed instructions on the purpose and structure of this teaching aid. He thinks that the exact division into .lahresklassen babe is well established; It is thanks to her that the Ziirchbeische everyday school with secbs classes does better than in other cantons and in JJeutschland the Scbule with acbt and zebn years of everyday scbulation; in such schools you have to combine two or more years into one class, which is a good idea! Exploitation of time and a natural progression, impossible macbe. The division into .lahres classes should therefore also be carried out at the third grade. This is by no means a mere school of Uepetier. With the 12th . The pupil enters a new stage of development and demands new materials. However, the repetition and consolidation of what has been learned before is necessary; but they are not combined with new, continuing material, so that new stimulation, further training and repetition come to ibrem Becbte. That is why he rejects the name Uepetierschule and recommends the designation Ergänzungs- oder Zivilschule. Inbalt Scherr attaches great importance to the fact that at this last stage the pupils are prepared for social and biirgerlic life. He refers to religion, language, speech and mass, singing as a teaching facber. In addition to reading, however, language lessons include. Speak, Scbreilien still a number of other eachers. First of all, the realities are continued; the history of Switzerland continues to the present day; in geography, the essentials of matbematic geographic and celestial studies are added: natural history culminates in the description of the human body and in the doctrine of health. This would be the basis for excerpts on literature, essays on agriculture, souls, morals, virtues and decency, communications from the fields of state science, professional activities and religious life. Scherr asked the third grade to have their rations abundantly measured. Unfortunately, after more than 50 years, we have not yet been able to keep up the time to convey such educational material as is part of a truly harmonious and somewhat complete education of the people. — In the fiinties, the teaching material was introduced in many circulating supplementary schools. It did not become obligatory for jcdocb; It was found that

it was too high for the Allersstufe in individual parts. In the following decade he faced competition from Eberhard. Shortly before his death, Scherr was still working on a new edition of his book, but was unable to complete it. It was not until the seventies that compulsory teaching materials were added to the supplementary school.

Scherr had great success with his "*Bildungs-freund*", whose first edition appeared in 1834. "A reading book for the domestic circle and for higher elementary schools," he had first titled the *Ruch*, later "a republican one. Reading book". Both 'Title' indicate certain purposes by which the work differs from the ordinary reading books. "The promotion of Pure I-Bican rights and virtues" is the main purpose of the prosaic section. The layout is in line with this intention: brief historical anecdotes illustrate ethisclie Regride; Riographs of heroes of freedom and benefactors of humanity are intended to splurge enthusiasm; short excerpts, mostly by Johannes Müller, offer topics to stimulate political thinking; Speeches and letters of eminent persons are rhetorical patterns of solid content ; monographic depictions of struggles for freedom of old and modern times are destined to inflame patriotism and willingness; Communications from the fields of geography and ethnology lead the view from the narrow homeland to the Feme and thus broaden the scope of the view. Legends, fairy tales, jicgendens, fables have found no mercy. The patriotic-ethical tendencies are subordinated to the linguistic and aesthetic perspectives. It is a strong, masculine spirit that has feathered here. If the prosaic part is somewhat one-sided, the poetic part betrays Scherr's delicate spirit and fine poetic sense; he has done great things for the aesthetic education of our people. Through the "*Bildungs-freund*", Schiller's Tell became known to wider sections for the first time and thus became our national draina. The remaining sections contain a selection of the most beautiful things that German poetry has produced. What Scherr says in the preface to the 2nd edition of the treatment of poems, what he recommends and what he warns against, is still worth taking to heart today and serves to strike the right balance between too little and too much. -- For half a century the book has survived in many secondary schools, a long life for a textbook, and

with justified pride Scherr could say: "The "friend of education" was welcomed into home and school, and he found his way into the widest circles. Young Swiss people took him with them to the farthest reaches of the earth and feasted on his messages, which touched hearts as voices from the distant fatherland."

The fact that Scherr was also a master of *the art of teaching* and an extremely tactful *educator* is evident from numerous statements made by his Schillers. Finer of Scherr's most talented disciples, Sieber, gives the following picture of his teacher's teaching: ". Follow me into one of Scherr's lessons. The master treats with the elderly pupils the souls which he constructs from a fiille of concrete views and experiences into a simple, comprehensible system and immediately uses for the purposes of education and teaching. Already accustomed to formal thinking, the Zbgings, with pleasure and zeal, take part in the astute investigations, which nevertheless ponder all syllables-piercing; through in-depth treatment of the organism of the mother tongue, it itself is brought closer to understanding to the point of transparency, a school of formal logic. That was the formation of the mind at the Sliorrsben Seminary. The Inlerricht in the German Litterahir gcstältete sieli at veritable Weilie hours, The Zdglinc were not allowed to deny the masterpieces of I'oesie in advance; First they must learn to read and understand the same; then followed the aslhelic dedication in inass-full of restraint. Ais der Meisicr die (loetbesclie Strophe vorfiührle:

"And hah' ich einsarn auch gewcint, So isfs my own pain.
And tears were so good, ErlcJchtern my heart / "

and finally, when the gauze presented the lecture in a soulful act, the class sat there in Bubrung, and their I'raien, which were held back in the middle of the master's speech, said that the (lemiitsbildung of the Scberr seminary was/' - Kin other pupils of Schorr, Banninger, the Irish clenient teacher and youth teacher, spiced. how his teacher knew how to treat the pupils: "With a slight mihe bandliabte Scherr turnip and order in his class, as in the whole house. Rarely did anything bogcgnies. In the face of the moral judgement of the director, he was afraid to do anything that could deeply violate the principles of a model statement. If there was ever something luirgene, then Scherr was even more so his qualification

as a teacher and educator. He did not fall into a rage and a violent rage. Perhaps it was the feeling of compassion for the reception which guided me in the treatment. A dissatisfied look from him, or a brief rebuke in words, almost always made an unmistakable impression on the Feblbäre/" — "Scherr visited with the Zbglings the village town in Kiisnacht (which served as a school of education) and showed them the right school Balton with Schiilers. In these lessons, he again proved himself to be a true master. He was able to speak so clearly, distinctly and intelligibly to small children that it was a pleasant pleasure for everyone. to him/'

We are able to mention the sniid *fiUet'arischG TfU/f/keit* Sclierr, as far as it has been discussed scioii, only sunnnariscb. We would just like to briefly point out two particularly important products.

In 1847 he published a brochure in Leipzig, which called "*Organisation der Volkssckide*"^ It takes into account specific Swiss conditions, but is calculated for a national readership. In it, Scherr depicts the ideal of the people's sphere as it was conceived at the time, and thus the goal. which should be sought in the event of favourable conditions. It underneath three stages, the scabulation of the child's work. that of the hittlern youth and that of the bourgeois age. The *school of childhood* covers the period from the age of 6 to 14, i.e. add classes with daily interridd. The peusum of this level does not pay for what the Dainal curricula demanded of the six classes of everyday life. He also developed the idea that the Kiicksidd was forced to meet the demands of life by squeezing too much and partly too much into the years of everyday life and the three years of supplementary school. The consequence of this is that much of the gelerides are not digested and are quickly forgotten after leaving the scab. On the other hand, the development of the daily routine for years without the introduction of the LelirstolVes erindglidie is a natural, solid work. — The *children of middle age* are aged 14 to 18 years. The journey time takes about three hours. Subjects of instruction are: 1) Practical exercise iiu speaking, reading, writing and hedining. 2) Healicn: Gesdiidite, natural history, geography, not systemialisdi, but foreign treatment of practical and spirit-forming subjects. 3) Moral and plliddenlebre, poetry and song. The treatment of the Sdifiler is a freer one adapted to the age. To encourage the young Lente to self-education through

good lection. Everyone inherits

Schiller of this level free of charge in a realistic, technical, daily history with poetic jingles. — The *school of the age* of birth soli cine tric incorporation of personal fiber 18 years. In weekly lectures, lectures are held with bow talks, the stolen of which relates to the present. The! Lecturers are teachers, teachers, physicians who are theoretically educated in practice. Persons. -Leather fireplace is delivered free of charge to the Hans on a monthly basis, which contains good basic payments in accordance with recent laws with criteria, news about agriculture, trade, commerce, industry, etc. With these publications, Scherr wants to make an impact on the sleech sub-baltungslitteratur cntgegeii.

If Scherr appears to us in the writing we have just pronounced, as an ideal, far-sighted Sebnlinann mid kfibner organizer, we get to know itin in his "*P<'(da(/ogischen Bilderbuch*"^" as a poet, as a novelist. However, it is not so much the instinct of shading that drove him into his hand as well as the urge to work in a neer, effective form for school in the middle of the people's journey. The "Pad. Pictures" are thus 'rendenzsebrifte, such as Pcsalozzi's Lienbard and Gertrude. The author himself declares that the precedent to his work is the Bcobacblung, <let the interest in questions of school and education begin to be discussed; that the regenerated school should be blamed for not keeping what is expected of ibr; that the discussion of school affairs was dragged into the zablreichbcn scoop plates, which had little involvement, since they were only read by teachers. It was therefore appropriate to combat the prejudices that prevail in many places in a way that appealed to the people and to spread the views expressed in the form of banal education and schooling. The "Pad. Bilderbuch", published under the pseudonym Christian Frymann, captivates from four volumes, the first of which was published in 1855, the last in 1870, the year of Schorr's death. — The most important parts of the crsteii volume are the ^,Pictures of Education^'. in which it is shown what a pity the life of the canilies suffers from many often, uiid the ^silhouettes from the staff of the VolksschnllehreP^, warning examples of the aberrations on which the young teacher can fall, who is transferred from the monastic silence of the seminary into the

eventful life. — The second volume in the "Schullehrer von Tobelhausen" draws the most sympathetic figure of a teacher who combines ideal attitude with practical skill and who is happy in his profession. This is a pretty novelty to which I would like to mention the Association for the Dissemination of Good Writings. — Volume 3, "New Rescue Houses", tells the story of two orphans who are brought up to be good people in a brave family of teachers. In this way, the author wants to show that the state and the non-profit associations prefer to support the education of families rather than orphans and rescue houses. In the 4th volume, he sets a biographical monument to his noble collaborator, the Bürgermeister Hirzel, among others.

For the sake of secularity, let us try to draw Scherr's *relationship to Pestalozzi* with a few strokes. Scherr walked in Pestalozzi's footsteps when he, too, was glowing with the endeavor to raise the welfare of the people through a better education. In Pestalozzi, he revered the man with the warm heart, who walked poorly through life in order to give others a humane earthly existence. He agreed with him on this, that all teaching in order to have an educational effect, be elementary, i.e., adapted to the children's comprehension, and psychologized, i.e., brought into harmony with the laws of the life of the soul. Nevertheless, Scherr was not a Pestalozzian and was not recognized as a soldier by the followers of the hermit on deni Neuhof, the Pestalozzian Hans Georg Nageli was against his election as seminary director; Although he was a colleague on the Board of Education, he fought a bitter battle against him for a long time, and only after years, reconciled by Scherr's great successes, did he cease his opposition. Oicsc reluctance niochle wolil zuni part beriihcii that the "quaint" and dcrbe Ziircher Heber a Swiss, than the pugnacious mid rcde- skilful Schwabeii to bea collaborator gcliabt Iiatte. But there are deeper differences that separated Scberr from the J>estalozzians. Pestalozzi's followers were induced by the principle of hickcnless cort-stepping to an all-encompassing spinning of the Lebrstofle, which severely impaired the usefulness of their feudal elements. Scberr, on the other hand, was critical of the systematic completeness of the most pictorial and knowledgeable. Pestalozzi, as a theorem of methodology, had

developed the inextricable view of the methodology, and his followers did not inexorably persuade him in the teachings of language, language and form. Scberr, on the other hand, emphasized that the children already had a supply of ideas and concepts from their parents' homes, to which the school had to tie in: the eminent elementary construction was a loss against the development of the spiritual powers, it led to self-employment and to an endless process of formalism. — It is plindicated that the Germans are to be called a people of tbeoretics and pphilosophers, and heroically rebuking or reproaching the practical sense of the Swiss. In the case of Pestalozzi and Scberr, the opposite seems to be true: the latter was a sabwarmer, full of Scbopterian ideas, but impractical and clumsy in execution; He was able to exploit the ideas of his pedagogical and pedagogical predecessors, he was a brilliant organizer and a great and lasting success. The versebieden way in which the two have become piidagogues is also intrinsic to their nature. Pestalozzi had seen the people in their poverty, in their physical, spiritual and moral neglect: his chief endeavor was desbalb dabin to raise them into social sifting; the work, the work of J formed a factor in his educational system, J^is is only a consequence of this striving, if in the serninaries of Pestalozzi's Scniler and An- liangcr Pestalozzi, so eiiies Wehrli and Augustin Keller, the agricultural work formed an essential part of the L'nler-ricbtsprogramm. and it was demanded that the teacher, in this practical shading, should precede the people as a model. -- Schorr has matured into a teacher in the silence of the blind and tauhstuniinenaiislalten. The social hardship of the people, and their own misery, have never thrown so many Sehatten into his life's path as on that of his great ancestor. Daruin confined his effectiveness more to school, and in this limitation lies his stiirko and the sustainability of his success. He hoped that the people would be raised economically through the most intensive deistes-building possible. Although he also offered the teachers a stake, lighter secondary occupation, such as horticulture, partly to improve one's one, partly to keep in touch with your life, he repeatedly and emphatically warned against too much shadowing of a secondary occupation. You can't serve two masters, he shouted to the teachers,

touching them in his piidagog. Picture book deterrent examples in front of your eyes. — Pestalozzi's work coincides with the French Revolution and its aftermath. The fate of the peoples in the highest regions would be determined without the participation of below. Pestalozzi's endeavors were therefore less concerned with the political than with the social and moral education of the people. Scherr lived through the turbulent times of the thirties. Like the people in imposing gatherings, he is approaching his fate into his own hands. That's why his gaze was more focused on the political and less on the social. He aspired to cine political education of the people; the education of civic servitude and republican virtues was close to his heart.

And *icie ste/ien wir heitte zu Scherr"*} For more than three tenths, the Master has been resting in the grave; His disciples also went away except for Weiige. His teaching aids are iiclit nielir in the smoke; Every time the intrinsic ZQ-saying forms have been formed for some time; for in the life of the mind there is no finishing, no infallibility, no stagnation. She even nodded towards Postalozzi on two points. The *Manual work* knocks, weim aueh with , vcr- changed targets, then returned to the gates of the Scbule; and the direct *View* which has taken a back seat in the Scdom School - somewhat inebr as good, has recently been presented as a major requirement in any subject. Dennoeb we shall never forget that we stand on Scherr's shoulders, that we have to know the tried and tested foundations of the elementary school of this scbbpferiscben spirit and that, as long as he lived, he never worked for the famous, social and economic love of the class. Darnni, his name for allo Zciten, will remain a shining star in the history of our school system.'