



Copyright © 2019 by Academic Publishing House Researcher s.r.o.
All rights reserved.
Published in the Slovak Republic
European Journal of Contemporary Education
E-ISSN 2305-6746
2019, 8(4): 943-950
DOI: 10.13187/ejced.2019.4.943
www.ejournal1.com

WARNING! Article copyright. Copying, reproduction, distribution, republication (in whole or in part), or otherwise commercial use of the violation of the author(s) rights will be pursued on the basis of international legislation. Using the hyperlinks to the article is not considered a violation of copyright.



The German System of Public Education in the Period between the 15th and early 20th centuries. Part 3

Anvar M. Mamadaliev ^{a, b, *}, Natalia V. Svechnikova ^c, Ivan A. Ermachkov ^{a, b}, Aude Médico ^d

^a International Network Center for Fundamental and Applied Research, Washington, USA

^b Volgograd State University, Volgograd, Russian Federation

^c Plekhanov Russian University of Economics, Russian Federation

^d University of Geneva, Geneva, Switzerland

Abstract

The cycle's third article considers the Prussian elementary school evolution from the second half of the 19th century to the early 20th century. Special attention is paid to the elementary school system development as well as pedagogical issues of the school organization and management.

Scientific and specialized literature on the research topic was used as materials. Methodological basis of the study consisted of the traditional historiography principles historicism, scientific objectivity and consistency. Methods used in the course of work are as follows: comparative method. It allowed comparing the main doctrines of rationalist and canonical Prussian schools. Thanks to the comparative method, it became possible to identify the reasons that allowed German teachers-innovators to seriously advance German pedagogy to the leading positions in the second half of the 19th century.

In conclusion, the authors noted that the Reformation and the emerging Protestantism played an important role in the public education system development in Prussia and then in Germany. It was Protestantism that would bring the cause of schooling to a fundamentally new level and create conditions for the German pedagogy establishment. Ultimately, German teachers-innovators would create a rationalist school, which in turn would be focused on the diverse knowledge formation in a student, and this would allow to create a foundation for the entire advanced German science in the future.

Keywords: elementary schools, canonical school, rationalist school, German Empire, Prussia, Adolph Diesterweg, King Friedrich Wilhelm III, Otto von Bismarck.

* Corresponding author

E-mail addresses: anvarm@mail.ru (A.M. Mamadaliev)

1. Introduction

The German public education system history is of great interest to researchers. One of the main reasons for this is that it was the German public education system that was afterwards widely adopted in other countries. In 1860, Yu. Rekhnevskii noted on the pages of the Russian Journal of the Ministry of Public Education: "Almost everything in our current schooling arrangements was borrowed from Germany. Our universities, grammar schools and other educational institutions are organized according to the German model; their statutes, their composition of educational subjects, in short. The entire external part of our schools was borrowed from Germany; our textbooks also make mostly copies of German textbooks" (Rekhnevskii, 1860: 1).

2. Materials and Methods

Scientific and specialized literature on the research topic was used as materials.

Methodological basis of the study consisted of the traditional historiography principles historicism, scientific objectivity and consistency. Methods used in the course of work are as follows: comparative method. It allowed comparing the main doctrines of rationalist and canonical Prussian schools. Thanks to the comparative method, it became possible to identify the reasons that allowed German teachers-innovators to seriously advance German pedagogy to the leading positions in the second half of the 19th century.

3. Discussion

The historiography related to the subject under examination may be divided chronologically into the pre-revolutionary historiography (1860–1917) and the contemporary historiography (1918–2019).

In terms of the pre-revolutionary historiography, researchers have devoted a significant amount of attention to issues of public education in Germany in particular and in Europe as a whole. The subject has been explored by scholars Yu.S. Rekhnevskii (Rekhnevskii, 1860), P.N. Voeikov (Voeikov, 1873), A.V. Belyavskii (Belyavskii, 1887), F. Paulsen (Paulsen, 1908), N.V. Speranskii (Speranskii, 1898), and others.

The level of researchers' interest in the subject of philosophical currents in pedagogy has been quite high as well. This subject has been researched by scholars like H. Weimer (Weimer, 1913), M.I. Demkov (Demkov, 1912), E.P. Krevin (Krevin, 1915), E. Künoldt (Künoldt, 1897), G. Krenenberg (Krenenberg, 1896), F. Jakobi (Jakobi, 1916), F. Fischer (Fischer, 1912), and others.

In terms of the contemporary historiography, issues of the German and European history of pedagogy have been explored by scholars A.I. Piskunov (Piskunov, 1960), A.M. Mamadaliev (Mamadaliev et al., 2019; Mamadaliev et al., 2019a; Mamadaliev et al., 2019b), L.G. Abramova (Abramova, 2004), V.G. Bezrogov (Bezrogov, 2018), S.M. Marchukova (Marchukova, 2011), I.A. Sergienko (Sergienko, 2017), G. Rajović (Rajović et al., 2018; Rajović et al., 2018a), L.V. Obratsova (Obratsova, 1999), and others.

4. Outcomes

At the beginning of the 19th century, in order to raise the public elementary education level in Prussia, German national teachers were involved, and young Prussian candidate teachers were sent abroad and mainly to Burgdorf to Pestalozzi (Figure 1) (Ignatovich, 1869: 41). Thus, a considerable number of young people gathered around Pestalozzi. They were imbued with the pedagogical ideas of this great teacher. Back in Prussia these people were introducing Pestalozzi's innovations to their educational work. This was how new pedagogical ideas were disseminated in Prussian society. Soon these sprouts became apparent in real practice. Thus, in 1811, a project to transform evangelical schools in Silesia was presented to the Liegnitz School Board. The draft was outlining the following provisions: "1) school education should be broader in scope and relatively to its development, it should be more productive. Subjects of study: reading, arithmetic, moral and religious rules, general information from the field of nature, art, geography and history. The main thing is to develop children's abilities, their memory, mind, reasoning and thinking, and especially to develop their moral and religious feelings. 2) spiritual inspectors are required to ensure that studying is used for six hours daily. 3) tuition fees should be turned into a permanent tax that should be spread out to all residents, commensurate with the plot of land and everyone's income, regardless of whether they have children or not. 4) monthly conferences of preachers with the

public school teachers, established by the 1765 statute, should be made mandatory from now on, as they can contribute to improving the quality of education." (Ignatovich, 1869: 42).

Pestalozzi's basic ideas about primary public education and upbringing were universal. Pestalozzi believed that the purpose of such an education and upbringing was the possible development of all abilities of the human spirit. In doing so, he was focusing on developing human mental capabilities, and was putting religion and religious feelings on the back burner. (Abramov, 1893). It is known that Pestalozzi went very little into the dogmata of Christianity, but in practice he acted in a truly Christian spirit.

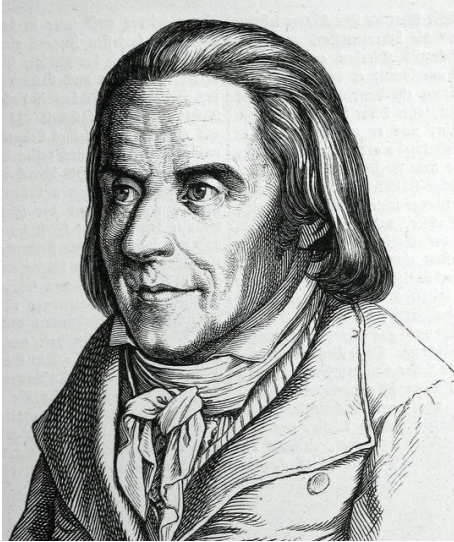


Fig. 1. Johann Heinrich Pestalozzi (1746-1827)

Despite the universal recognition of Pestalozzi, he did not establish a special pedagogical school, similar to the schools of Pietists, Humanists, Philanthropists, etc. The school always assumed a certain unity of views on science, but Pestalozzi did not restrain his students and they established two main pedagogical schools: rationalist or all-German, and canonical or Prussian. Rationalist School, its main representative was Adolph Diesterweg. He was striving to bring the ideal of raising a person to the maximum, and was putting formal intelligence ahead of religious development, strongly rejecting the principle of any school dependence on the church. Canonic or Prussian pedagogical school, the founders of which are considered to be the Prussian Kings Friedrich II and Friedrich Wilhelm III, was also recognizing the formal intelligence development of a citizen as an educational purpose of the public school, but it had been strictly applied to the needs of their practical church, family, community and state life, and moral and religious development was put ahead of the scientific and intelligence development (Ignatovich, 1869: 44).

The oldest Pestalozzians (Plamann, Nietorp, Gräfe, Dienter and many others) were the ancestors of a new generation of the public school teachers. Thanks to the teachers of Pestalozzi's schools many teachers abandoned the methods of Basedow and Rochow and absorbed Pestalozzi's pedagogical ideas. The educational social class of elementary schools, previously barely familiar to German society, together with the improvement of its scientific and pedagogical education, began acquiring higher moral significance among the people. This was greatly facilitated by the already customary congresses of public teachers, which were discussing the best ways of teaching and educating, and where well-known leader teachers were delivering their public lectures. Teachers' training colleges became centers of such pedagogical meetings.

By 1840, there had already been about 30,000 public schools in Prussia. 38 teachers' training colleges were training pedagogical resources (Ignatovich, 1869: 47). In 1840, the rationalist trends in the public school were persecuted and preference was given to the canonic school that was relying on religious education. This situation persisted until 1848, that is, until the revolutionary events in Germany and Prussia. After the first Prussian National Assembly was established in Berlin, the issue of public education was also on the agenda. It is important to note that the

rationalist school teachers have come to Berlin en masse to seek their financial standing improvement and to bridge the gap between the school and the church once and for all.

The National Assembly Commission adopted a constitution that was clearly declaring "complete freedom for everyone to teach and open schools, prevention of any constraining measures, and disengagement of public schools from the church supervision" (Ignatovich, 1869a: 100). However, the King did not approve the Constitution and the National Assembly was dissolved.

On February 6, 1850, after numerous political debates the Constitution was adopted. It outlined the main articles of the educational process organization. Thus, the right to teach, open and run schools was given to anyone who could provide evidence of their moral, scientific and technical integrity. Public teachers were assigned the rights and responsibilities of public service. Different faiths had to be taken into account when organizing public schools. Religious education in public schools was assigned to the church societies. In addition, the state was granting the public school teachers a permanent allowance in the amount corresponding to local conditions (Ignatovich, 1869a: 102).

Meanwhile, the revolutionary fervor in Prussia was diminishing and the conservatives began to prevail everywhere. The school law adoption was postponed to other times. From October 1 to October 3, 1854, Raumer, the Minister of Spiritual and Educational Affairs, published three Prussian Regulativs (Regulations - Auth.) on elementary education. The regulation dated October, 1, set out the rules for the teachers' training in colleges; The provision dated October, 2, regulated the rules of preparation for the youth admission to the teachers' training colleges. Finally, the regulation dated October, 3, dealt with the rules of elementary education in the public evangelical one-grade schools.

The promulgation of these provisions raised considerable uproar in the pedagogical world not only in Prussia, but throughout Germany, where rationalist pedagogy has had stronger positions. It even came to the civil unrest, as a result of which the Regulativs case was submitted to the Prussian parliament in 1855. During the discussion, the principles of the regulative framework were found to be correct. This allowed to increase the pressure of the state on the rationalist school supporters.

As it is known, the peak of success of the rationalistic school was in the 1830s, but this school has taken the system of discursive schooling too far, continuously increasing the number of subjects and the volume of material taught. Numerous formal and methodological exercises were used in the training and elementary schools to develop thinking abilities. Geometry, cosmography, natural history, geography, political history were studied on a very large scale. In addition, teachers' training colleges taught the following as special subjects: anthropology, psychology, pedagogy, didacticism, methodology, comparative history of pedagogy and other disciplines. As a result, in certain locations such excess disciplines were beyond what students could manage and teaching was reduced to formalism. Nevertheless, the rationalist teachers were not paying attention to the failures.

The fact is that the 1850s were a period of active development in the field of technical sciences. While some natural scientists were mastering the forces of physical nature, developing aeronautic methods and internal combustion engine, others, and mostly German, chose the subject of their research to be human, that is, human body and various manifestations of the human spirit's activities in a person, as well as the reasons for these manifestations. This is how the materialistic teachings were created. Following the materialistic teachings dissemination in the German society, religious skepticism, loss of interest in religion and atheism finally emerged. This did not fail to affect the German elementary school under the guidance of rationalist teachers (Ignatovich, 1869b: 48). That is why the government has taken the path of supporting the canonical school, with the aim of preserving religious beliefs and, in this regard, strengthening patriotism. This had negative consequences, as the Government had systematically sought to make the public school as narrow-spirited as possible, as well as to destroy teachers' autonomy and initiative.

According to statistics as of 1862, there were 25,156 elementary schools in Prussia, and the total number of educational institutions, universities excluded, was 28,546. The number of teaching staff at that time was 46,227, and the number of students was 3,096,546 (Statistisches

svedeniya, 1863: 64). On average, there were 108 students and just under 2 teachers per institution.

In 1864 the united German Empire had: 20 universities, 278 classical grammar schools, 43 classical pro-gymnasiums, 28 humanist grammar schools, 12 lyceums, 83 Latin schools, 239 real schools, 120 city schools and 145 teachers' training colleges. There was no data on elementary schools back then (*Novikov, 1873: 2*).

The situation began to change in the 1870s with the activities of Otto von Bismarck, when Adalbert Falk became the Minister of Public Education and Worship. In March 1872, Falk passed a law limiting the influence of the clergy on the public school and completely subordinated it to the state. Another law of the same year significantly expanded the programs and improved the teaching methods. It is important to note that, under Falk, the number of schools and other educational institutions was significantly increased, the financial standing of teachers was improved, and they were made more independent of authoritative interference. At the same time, the German government was taking measures to contain the Catholic clergy, including the matters of elementary education.

In 1879, when Bismarck began to need the support of the center for passing the protectionist system, he ousted Falk and appointed Robert Viktor von Puttkamer to replace him. There was a period of reaction in the field of public education yet again. Puttkamer only made one improvement in elementary schools. Thus, in 1880 he introduced a somewhat simplified spelling system, the so-called Puttkamer Spelling. As early as 1881, Puttkamer was removed from his post and transferred to another one, the Minister of the Interior.

At the beginning of the 20th century, the German public education system was managed by the Ministry of Spiritual Affairs, Education and Medicine. Each province had a provincial school board, and each district had a spiritual and school affairs commission that supervised public education in the district, appointing teachers, supervising their activities and school property, approving textbooks, and so on.

Each individual school was assigned by the State directly to the population it served; in cities, school deputations or commissions were drawn up for this purpose; in villages, rural school administrations were elected by the population and approved by the administration. School construction and maintenance was the responsibility of the residents of the school district (community, parish) or school societies that had been established specifically for this purpose. The law precisely defined the minimum hygienic conditions that school buildings must meet. Separate schools could be set up for the population of different religions in each district, and the cost of maintaining the schools was then distributed accordingly. Inspectors of public schools (several in each district) were appointed by the state and depended solely on it, whether they were secular or clerical; the latter could, however, be only additional or honorary inspectors, and their appointment could always be revoked. There were still local inspectors, monitoring the district's schools, as assigned by the local school administration.

It is important to note that the clergy had the right to supervise the teaching of the Scripture knowledge in public schools, the choice of textbooks on the subject and the degree of religious training of teachers.

All the primary public schools of the German Empire were divided into the following categories: multi-grade schools, schools with two teachers and schools with a single teacher, which in turn were divided into one-grade schools and the so-called half-day schools. One-grade schools were divided into three departments: the junior one for children of six-eight years, the secondary one for children of eight-ten years and the senior one for the children of ten-fourteen years; there should have been no more than 80 students there. If there were more of them and it was impossible to invite a second teacher to the school, a queue is arranged for the students, and some of them were coming to school in the morning and others in the evening. It was mandatory to have two classrooms in schools with two teachers, and if there were more than 120 students, a third classroom should have been arranged. Gender disaggregation of students was considered desirable only in multi-grade schools.

The following subjects were required to be taught in all German public schools: religion, mother tongue, reading, writing, arithmetic, introduction to geometry, drawing, geography and science, gymnastics (for boys), needlework (for girls), singing. Public school compulsory attendance existed in Prussia for all children between the ages of six and fourteen whose parents

could not provide them with appropriate education at home; in respectful cases the inspector could release them from this obligation. Free tuition existed in the German Empire only in some cities; in other locations, parents of all children enrolled in the school were required to pay the school fee to the community fund. However, the poor could be released from it almost everywhere. Teachers' allowance was composed of tuition fees, community funds, school capital income and government subsidies; its minimum size was set by law at 810 Marks, with a furnished apartment with lighting; allowance standards for assistants were slightly lower. On average, a village teacher received about 900 Marks in Prussia, while a city teacher received about 1,200 Marks. Attending a private school released the student from the public school compulsory attendance. Throughout the German Empire in the early 1890s there were 56,563 public schools with 120,032 teachers (including 13,750 female teachers) and 7,925,688 students. Thus, there were an average of 140 students per public school. As per the number of grades, the public schools were distributed as follows: 16,600 one-grade schools, 9,474 two-class schools (of which 5,878 were half-day), 4,447 three-grade schools, 1,553 four-grade schools, 692 five-grade schools, 1,551 six-grade schools, 425 seven-grade and multi-grade schools ([Brokgauz i Efron, 1890–1907](#)).

In 1911 the German Empire had about 24 thousand schools with a single teacher and 10 thousand schools with several teachers. Although the Compulsory School Education Act required compulsory education to cover 8 years of study, only 677 schools out of 34,000 had all 8 grades. 809 schools had seven grades, other schools had fewer grades than seven ([Bim-Bad, 2015: 143](#)).

5. Conclusion

In conclusion, it should be noted that the Reformation and the emergence of Protestantism played an important role in the development of public education in Prussia and later in Germany. It was Protestantism that would bring the cause of schooling to a fundamentally new level and create conditions for the German pedagogy establishment. Ultimately, German teachers-innovators would create a rationalist school, which in turn would be focused on the diverse knowledge formation in a student, and this would allow to create a foundation for the entire advanced German science in the future.

References

- [Abramov, 1893](#) – *Abramov V.Ya.* (1893). *Pestalotstsi: Ego zhizn' i pedagogicheskaya deyatel'nost'* [Pestalozzi: His life and teaching]. SPb. [in Russian]
- [Abramova, 2004](#) – *Abramova, L.G.* (2004). *Filosofskoe istolkovanie evropeiskoi pedagogiki vtoroi poloviny XVIII – nachala XX veka: Monografiya* [A philosophical construal of European pedagogy of the period between the 2nd half of the 18th and the early 20th centuries: A monograph]. Kaliningrad, Russia: BIEF. [in Russian]
- [Belyavskii, 1887](#) – *Belyavskii, A.V.* (1887). *Istoricheskii ocherk razvitiya elementarnoi shkoly, v biografiiakh zamechatel'neishikh pedagogov i po ustavam pravitel'stv* [A historical essay on the development of the elementary school system – based on the biographies of eminent pedagogues and the statutes of governments]. Glukhov, Russia: Pechatnya Shumitskogo. [in Russian]
- [Bezrogov, 2018](#) – *Bezrogov, V.G.* (2018). *Die un/sichtbare Welt: Retsepsiya Orbis Sensualium Pictus Ya.A. Komenskogo v Rossii 1-i pol. XVIII v.: Obrazovatel'nye praktiki i rannie perevody* [Die un/sichtbare Welt: The reception of Orbis Sensualium Pictus by J.A. Komensky in Russia in the 1st half of the 18th century: Educational practices and early translations]. *Detskie Chteniya*, 13(1): 220-284. [in Russian]
- [Bim-Bad, 2015](#) – *Bim-Bad, B.M.* (2015). *Istoriya gosudarstvennoi shkoly v Germanii (XVIII – pervaya tret' XX veka)* [History of a public school in Germany (XVIII – first third of the XX century)]. *Istoriko-pedagogicheskii zhurnal*. № 1. Pp. 140-151. [in Russian]
- [Brokgauz i Efron, 1890–1907](#) – *Entsiklopedicheskii slovar' Brokgauz i Efron* [Encyclopedic Dictionary of Brockhaus and Efron]. V 86 t. SPb., 1890–1907. [in Russian]
- [Clark, 2006](#) – *Clark, Christopher: Preußen. Aufstieg und Niedergang, 1600–1947, übersetzt aus dem Engl. Erste Ausgabe in England 2006.* [in German]
- [Demkov, 1912](#) – *Demkov, M.I.* (1912). *Istoriya zapadnoevropeiskoi pedagogiki* [The history of Western European pedagogy]. Moscow, Russia: Tovarishchestvo I.D. Sytina. [in Russian]

[Fischer, 1912](#) – *Fischer, F.* (1912). Basedow und Lavater: In ihren persönlichen und literarischen Beziehungen zueinander auf Grund ihres unveröffentlichten Briefwechsels und Tagebuch-Aufzeichnungen Lavaters. Straßburg, Germany: J.H.E. Heitz. [in German]

[Hamann, 1993](#) – *Hamann, B.* (1993). Geschichte des Schulwesens.

[Ignatovich, 1869](#) – *Ignatovich, V.* (1869). Elementarnoe obuchenie v Prussii, v ego istoricheskom razvitii i sovremennom sostoyanii [Elementary education in Prussia, in its historical development and present state]. *ZhMNP*. № 3. Pp. 1-49. [in Russian]

[Ignatovich, 1869a](#) – *Ignatovich, V.* (1869). Elementarnoe obuchenie v Prussii, v ego istoricheskom razvitii i sovremennom sostoyanii [Elementary education in Prussia, in its historical development and present state]. *ZhMNP*. № 4. Pp. 98-130. [in Russian]

[Ignatovich, 1869b](#) – *Ignatovich, V.* (1869). Elementarnoe obuchenie v Prussii, v ego istoricheskom razvitii i sovremennom sostoyanii [Elementary education in Prussia, in its historical development and present state]. *ZhMNP*. № 5. Pp. 46-64. [in Russian]

[Jakobi, 1916](#) – *Jakobi, F.* (1916). Lohn und Strafe bei J. B. Basedow. Munich, Germany: Kempfen. [in German] [Krenenberg, 1896](#) – *Krenenberg, G.* (1896). Gotthilf Salzmann und seine Bedeutung für unsere Zeit. Frankfurt, Germany: Moritz Diesterweg. [in German]

[Jeismann, 1996](#) – *Jeismann, Karl-Ernst* (1996). Das preußische Gymnasium in Staat und Gesellschaft, Bd. 1. [in German]

[Künoldt, 1897](#) – *Künoldt, E.* (1897). Caradeux de la Chalotais und sein Verhältnis zu Basedow. Oldenburg, Germany: Schulze. [in German]

[Kareev, 1894](#) – *Kareev N.I.* (1894). Istoriya Zapadnoi Evropy v novoe vremya. Konsul'stvo, imperiya i restavratsiya XIX vek [The history of Western Europe in modern times. Consulate, empire and restoration of the 19th century]. Konsul'stvo, imperiya i restavratsiya, T. 4, SPb. [in Russian]

[Krevin, 1915](#) – *Krevin, E.P.* (1915). Russo – istochnik noveishikh techenii v nemetskoj pedagogike [Rousseau, a source of novel currents in German pedagogy]. Petersburg, Russia: Tipografiya M.M. Stasyulevicha. [in Russian]

[Mamadaliyev et al., 2019](#) – *Mamadaliyev, A.M., Gordeev, I.A., Miku, N.V., Médico, A.* (2019). Teacher training for the system of primary education in Switzerland in the mid-nineteenth century. *European Journal of Contemporary Education*, 8: 222-228.

[Mamadaliyev et al., 2019a](#) – *Mamadaliyev, A.M., Ludwig, S.D., Miku, N.V., Médico, A.* (2019). The German System of Public Education in the Period between the 15th and early 20th centuries. Part 1. *European Journal of Contemporary Education*, 8(2): 445-453.

[Mamadaliyev et al., 2019b](#) – *Mamadaliyev, A.M., Svechnikova, N.V., Miku, N.V., Médico, A.* (2019). The German System of Public Education in the Period between the 15th and early 20th centuries. Part 2. *European Journal of Contemporary Education*, 8(3): 646-654.

[Marchukova, 2011](#) – *Marchukova, S.M.* (2011). O preemstvennosti pedagogicheskikh sistem Ya.A. Komenskogo i S.I. Gessena [On the continuity of the pedagogical systems of J.A. Komensky and S.I. Hessen]. *Vestnik Russkoi Khristianskoi Gumanitarnoi Akademii*, 12(2): 190-197. [in Russian]

[Novikov, 1873](#) – *Novikov, N.* (1873). Elementarnaya shkola v Germanii [Elementary school in Germany]. *ZhMNP*. № 1. Pp. 1-35. [in Russian]

[Obraztsova, 1999](#) – *Obraztsova, L.V.* (1999). Filantropizm i reformatorstvo v nemetskoj pedagogike: Monografiya [Philantropinism and reformation in German pedagogy: A monograph]. Marburg, Germany: Izdatel'stvo Marburgskoi Laboratorii. [in Russian]

[Paulsen, 1908](#) – *Paulsen, F.* (1908). Istoricheskiy ocherk razvitiya obrazovaniya v Germanii [A historical essay on the development of education in Germany] (N.V. Speranskii, Trans.). Moscow, Russia: Tovarishchestvo I.D. Sytina. [in Russian]

[Piskunov, 1960](#) – *Piskunov, A.I.* (1960). Ocherki po istorii progressivnoi nemetskoj pedagogiki kontsa XVIII – nachala XIX v. [Essays on the history of progressive German pedagogy of the late 18th – early 19th centuries]. Moscow, USSR: APN RSFSR. [in Russian]

[Polyakova, 2017](#) – *Polyakova, M.A.* (2017). Reglamentatsiya shkol'nogo dela v nemetskiykh ustavakh konfessional'noi epokhi i pervye nemetskie shkoly v Moskve [Regulation of schooling in German statutes of the confessional era. The first German schools in Moscow]. *Religiya. Tserkov'. Obshchestvo*, 6: 318-343. [in Russian]

[Rajović et al., 2018](#) – *Rajović, G., Zuev, M., Vazerova, A.G., Trailovic, M.* (2018). Development of primary public education system in Serbia in 1832-1882. *European Journal of Contemporary Education*. 7(3): 623-629.

[Rajović et al., 2018a](#) – *Rajović, G., Bratanovskii, S.N., Vazerova, A.G., Trailovic, M.* (2018). Development of the secondary-level education in Serbia from 1808 to the 1870s. *European Journal of Contemporary Education*. 7(4): 927-934.

[Rekhnevskii, 1860](#) – *Rekhnevskii, Yu.S.* (1860). Oчерk istorii narodnykh uchilishch v Germanii (okonchanie) [An essay on the history of public schools in Germany (the final part)]. *Zhurnal Ministerstva Narodnogo Prosveshcheniya*, 12: 117-156. [in Russian]

[Sergienko, 2017](#) – *Sergienko, I.A.* (2017). Nemetskie avtory – russkim detyam: Opyt bibliografii detskoi knigi vtoroi poloviny XVIII v. [German authors – for Russian children: The experience of children's literature of the 2nd half of the 18th century]. *Detskie Chteniya*, 12(2): 382-411. [in Russian]

[Speranskii, 1898](#) – *Speranskii, N.V.* (1898). Oчерk istorii srednei shkoly v Germanii [An essay on the history of the German secondary school system]. Moscow, Russia: Izdatel'stvo M. i S. Sabashnikovykh. [in Russian]

[Statisticheskie svedeniya, 1863](#) – Statisticheskie svedeniya o narodnom obrazovanii v Prussii [The statistical data on public education in Prussia]. *ZhMNP*. 1863. № 4. Pp. 57-65. [in Russian]

[Voeikov, 1873](#) – *Voeikov, P.N.* (1873). Istoriya klassicheskogo obrazovaniya v Evrope [The history of classic education in Europe]. Saint Petersburg, Russia: Tipografiya M.O. Ettingera. [in Russian]

[Weimer, 1913](#) – *Weimer, H.* (1913). Istoriya pedagogiki [The history of pedagogy] (K.A. Tyuleliev, Trans.). Saint Petersburg, Russia: Tovarishchestvo M.O. Wolf. [in Russian]