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LIBRARIES OF EUROPE

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EDUCATIONAL MUSEUMS AND LIBRARIES OF EUROPE

Probably the first formulated statement of the need and character of a distinctively educational museum appeared in a monograph¹ by School Inspector General Jullien of France in 1817. Jullien was indoctrinated with the educational theories of Pestalozzi and desirous of their adoption in his own country. He maintained that an important step in education would be taken if there could be opened at Paris a permanent exhibit of the teaching appliances used by Pestalozzi, together with sets of those in use in other countries, and a library containing the writings of standard pedagogical authors. Jullien's well-directed suggestions, however, seem to have borne no immediate fruit.

From the beginning of the present century, and in connection with various industrial and trades' expositions in Europe, there had been exhibits of pupils' work and teaching appliances; but the purpose was the temporary display of local conditions rather than a permanent representation of educational progress. Perhaps the first permanent exhibit of teaching appliances was that opened at Stuttgart in 1851. It was in no sense a special educational museum, but merely one section of the Wurtemberg industrial museum.

What will surprise most readers is the fact that the first distinctively educational museum was organized in America—the Educational Museum at Toronto, Canada, founded in 1853. Four years later, 1857, as an outgrowth of the educational congress and exhibit held at St. Maryn's Hall, London, the Educational Division of the South Kensington Museum was

¹ Jullien, *Esquisse et vue préliminaire d'un ouvrage sur l'éducation comparée* (Paris; 1817).

formed. The next one organized was at St. Petersburg in 1864. A year later one was organized at Leipzig, which, after six years of struggle, was merged into the Comenius-Stiftung. The Bureau of Education at Washington was established in 1867. Three years later the national teachers' association of Holland formed an educational museum at Amsterdam. During the decade from 1870 to 1880, no less than a dozen similar institutions were organized in Europe.

Some of these museums, as, for instance, at St. Petersburg, Paris, Brussels, and London (Educational Division of the South Kensington Museum), have been established and are wholly maintained by the national governments, and are considered an integral part of the general system of education. Several—at Munich, Budapest, and Neuchâtel—are maintained by state or cantonal governments. Berlin (the city museum), Hamburg, Hanover, and Lisbon are the creations of city governments. Others, as Amsterdam, Berlin (the German museum), Hildesheim, Jena, Brunswick, Stockholm, and London (Teachers' Guild) have been organized and are supported by teachers' associations. A number of these educational museums have been started as memorials to great educators, as that in Leipzig to Comenius, that in Zürich to Pestalozzi, and that in Fribourg to Girard.

There are in all thirty-five educational museums in Europe in active operation and two—Vienna and Rome—that are temporarily closed. A few have only the school museum, and two or three only the pedagogical library. The general aim of all is to bring to the attention of the teachers of their own city, state, or country, the best methods and aids in teaching, the steps of educational progress, the writings of great educators, and the condition of schools and education in the different countries of the world. Several of the most important educational museums described in this article were visited by the writer. For accounts of the others he has relied upon the excellent monograph² by Julius Beeger, and the reports,

² Beeger, *Die Pädagogischen Bibliotheken, Schulmuseen und ständigen Lehrmittelausstellungen der Welt* (Leipzig, 1892).