

Introduction.

Excellence in modern languages arises in Switzerland also from necessity.¹ Owing to Excellence in modern languages.
diverse nationalities² three at least³ distinct languages are authoritatively used—so much so that, even in the Federal Parliament, it is allowable for each representative to speak the language current in his canton. Moreover, from the geographical position of Switzerland in the highway of Europe, and from its own attractions for all nations, facility in the use of foreign languages for a large proportion of its industrial, as well as its official, population, becomes indispensable.

So with a cause for excellence in scientific knowledge; for it is not at Zürich that we find in the Polytechnic School a remarkable technical university of the very highest order?⁴ Excellence in scientific knowledge.

In order to present a comprehensive view of the whole system, I will state the—

- (a) General principles somewhat in detail; the
- (b) Features which are recognized by all the cantons; and, in order to illustrate how the cantons carry out the trusts reposed in them,
- (c) Will select a fairly representative canton for more detailed comment.

GENERAL PRINCIPLES.

(1.) Primary education is, according to cantonal regulations—

- (a) Compulsory,⁵
- (b) Gratuitous,⁶ and, in most places,⁷
- (c) Religious. But public schools must be so conducted that they may be frequented by members of all religions, without any intrusion on liberty of creed or conscience.⁸

Compulsory,
gratuitous,
and religious
features.

The Articles of the Confederation state⁹ that—

- (a) Liberty of creed and conscience is inviolable;
- (b) No one can be obliged to take part in a religious association, or in religious instruction;
- (c) Nobody can be obliged to do any religious act; or
- (d) Be punished in any way for religious opinion; and
- (e) In the sense of these principles the father, or guardian, disposes of the religious education of children until they have reached their sixteenth year;
- (f) The execution of civil or political rights must not be limited by any principles or conditions of a clerical or religious nature; and
- (g) No one is obliged to pay taxes which are fixed, especially for the clerical purposes of a religious body to which he does not belong.

Religious
feature.

Whilst on the other hand—

- (a) Religious opinions afford no claim to the performance of civil duties;
- (b) The order of the Jesuits, and the societies affiliated to it, are not tolerated in any part of Switzerland, and the members are forbidden to take any active part in church or school;¹⁰
- (c) The last-mentioned prohibition can, by a special decree of the Confederation, be extended to other clerical orders, whose action is dangerous to the State, or a trouble to the peace which exist between other denominations;¹¹ and—
- (d) It is not allowed to establish new, or to re-establish suppressed, monasteries, or religious orders.¹²

¹ See also Mr. M. Arnold's evidence before R.E.C., 5865.

² See also B.L. rep., p. 131, and footnote.

³ For the purposes of the text no notice is taken of a fourth race, speaking a fourth language—Romanesch or Romanese—prevalent in the largest of all the cantons, Graubünden. See also "Lectures on the Science of Language," &c., by Max Müller. Charles Scribner and Co., New York, 1871, pp. 195, 196.

⁴ See also—

(a) R.C., vol. 1, pp. 292, 293, and 187–191;

(b) Stat., p. 277; and

(c) B.L. rep., pp. 115, 116, and 121.

Perhaps the best evidence of its world-wide reputation is the varied nationality of its students. R.C., vol. 1, p. 189.

⁵ See Stat., p. 1, Art. 27. Note also I.E.C., vol. 13, p. 189.

⁶ The Constitution of 29 May, 1874, Art. 27, provides that "primary instruction is obligatory, and in the public schools gratuitous."

6—E. 12.

It is said in Switzerland, "Free schooling gives us powers of compulsion that we can enforce with greater stringency; we say, 'You have nothing to pay, you *must* come to school.' " See Mr. M. Arnold's evidence before R.E.C., 5360 and 5960 and *seq.* This is given as the main reason why instruction was made gratuitous. For the drawbacks note 5961, viz., that "children who could pay had better pay, and that their parents would value the schooling more."

See (a) Stat., p. 1; and

(b) I.E.C., vol. 16, pp. 180, 181.

⁷ But see note 10, p. 40.

⁸ See Stat., pp. 1, 2. Note also Mr. Arnold's (May, 1886) report, p. 8.

⁹ See Art. 49.

¹⁰ This exception, it is inferred, is made on political grounds only; see Art. 51.

¹¹ See Stat., p. 2, Art. 51.

¹² Art. 52.