

Introduction.

not be distinctly preferable to the larger attention now paid to purely literary attainments?¹ and—

(4.) Whether that inventive skill, for which the United States is so renowned,² may not be attributed—

(a) To the ambition engendered by such democratic institutions as enable even the highest post to be attainable by industry and ability, coupled with

(b) That instruction in many schools and systems of schools which provides that stress is laid upon the practical method of conducting investigations for the purpose of verification and of original discovery.³

It is not within the province of this Report to discuss these questions, but I venture to commend their consideration to those interested in educational progress, and to suggest that no country presents such materials for their solution as the United States, with over 50,000,000 of inhabitants, and with a school population of at least 16,794,402.⁴

PRINCIPLES.

Universal education indispensable for existence of a republic.

Relation of productive industry to diffusion of intelligence.

Gratuitous popular education necessary to modern industrial community.

Limitation of power of Central Government.

Endowments by Central Government.

Establishment of Bureau by Central Government.

Gratuitous public education dependent upon State or subordinate action.

The following are the main principles recognized in the United States as relating to education :—

(1.) "The existence of a republic, unless all its citizens are educated, is an admitted impossibility."⁵

(2.) "The productive industry of the country is known to have a direct relation to the diffusion of educated intelligence therein.⁶ . . . The modern industrial community cannot exist without free popular education carried out in a system of schools ascending from the primary grade to the university."⁷

(3.) "By the Constitution of the United States, no powers are vested in the Central Government of the nation, unless the same relate immediately to the support and defence of the whole people, to their intercourse with Foreign Powers, or to the subordination of the several States composing the Union ;"⁸ and, except military education for the army and navy, "further action in aid of education has been limited to endowments in the form of land grants to the several States,⁹ or portions thereof, for the purpose of providing a fund for the support of common schools, or to found colleges for the promotion of scientific agriculture and the mechanic arts."

"Universities also have been endowed by the United States Government¹⁰ in all the new States since the North-West Territory was organised in 1787. Recently, in 1867, a Bureau of Education has been established at the seat of Government, and a national Commissioner appointed, who collects statistics and disseminates valuable information relating to all educational subjects."¹⁰ But State rights are so jealously guarded that even the Bureau has no power to insist upon information ; and does not in all cases receive it.¹¹

(4.) "The free public education of the children of the United States depends everywhere upon the action taken by the several States and by the citizens of those States in the several localities."¹²

¹ See—
(a) "Statement of the Theory of Education in the U.S.," Government Printing-office, 1874 (hereafter termed Statement), p. 17;
(b) "Education," Amer. Mag., Nov. and Dec., 1883: "Technical Training in American Schools," pp. 114-121;
(c) Last note; and, since the above text was written—
(d) Speech by the Hon. R. Stout, in House of Reps., 21 July, 1885, p. 14.
² See M. rep., p. 64.
³ See Statement, p. 17.
⁴ See C. rep., 1885, p. 29.
⁵ See C. rep., p. 6.
⁶ Statement, p. 6. Note apparently same conclusions by Swiss and French, *supra* "France" and "Switzerland," and opinion of Montesquieu, also *supra* "Switzerland." "Knowledge is in every country the surest basis of public opinion."—Washington. "Popular government must have a basis of popular intelligence, or it cannot stand," C. rep., 1885, p. 227. And see "Circular of Information," No. 6, 1884, p. 718. It has been recently said, "America is the only country which spends more upon education than on war or preparation for war. Great Britain does not spend one-third as much, France not more than one-ninth,

or Russia one-twenty-ninth as much on education as on the army."
⁷ Statement, p. 12.
⁸ *Ibid.*, p. 9.
⁹ See also—
(a) I.E.C., vol. 16, p. 438;
(b) R.C., vol. 3, 7764 and *seq.*;
(c) Brit. Diplo. Rep., 7 Jan., 1868, pp. 146, 147; and
(d) S. and R.I.
On "Shall the Federal Government give aid to Popular Education to extirpate Illiteracy?" and for comments on details of illiteracy, and State taxes, see "The Century," 1 April, 1886, p. 959.
¹⁰ Statement, p. 9. For account of estab., hist., &c., see—
(a) "The National Bureau of Education," by Dr. Shiras, Washington Printing Office, 1875;
(b) "Barnard's Amer. Journal of Ed.," March, 1880;
(c) "Educ.," art. by Dr. Sears, Sept.-Oct., 1880, p. 21.
¹¹ See also C. rep., 1885, p. 29, and 1884, including p. 7.
¹² Statement, p. 6, "In America there is no decree of education issued by the national Government," Gen. John Eaton (now ex-), Commissioner of Ed., I.E.C., vol. 16, p. 438. See also (a) M. rep., p. 12; (b) Dr. R., pp. 8-10.
Note similarity to Swiss system, except that in America exclusion of federal interference is more stringent.