

Principles.

"The general form of the National Government is largely copied in the civil organisation of the particular States, and no powers or functions of an administrative character are ordinarily exercised by the State as a whole, which concern only the particular interests and well-being of the subordinate organizations or corporations into which the State is divided for judicial and municipal purposes; but the State usually vests these local powers and functions in the corporations themselves, such as counties, townships, and cities. The power of the State over these local corporations is complete, but they are generally allowed large legislative and administrative powers of a purely local character, while the State ordinarily confines its actions and legislation to matters in which the people of the whole State are interested."¹

(5.) Free common schools are supported (a) "in part by State school funds, accumulated from national grants of land; (b) from appropriations made from the State revenue; and (c) in part by local taxation or assessment made upon those directly benefited by the schools themselves."²

"Local taxes are the main support of the public schools in a majority of the States."³ The outlay is by no means at the same ratio in each State.⁴ For instance, in Massachusetts it is especially liberal.⁵ There, however, the *per capita* school-tax is higher than in any other State,⁶ which is scarcely to be wondered at when we read of a free schoolhouse built with tax-money, costing 750,000 dollars, and when salaries in Boston are proportionately good.

(6.) "The local direction and management of the schools are left to the municipalities,⁷ or to the local corporate bodies organised for the special purpose,⁸ and a general supervision is reserved to itself by the State."⁹

(7.) "The State arranges the school system, and designates the various kinds of schools to be supported and managed by the public authorities, and sometimes prescribes more or less of the branches of knowledge to be taught, provides how districts may be created, divided, or consolidated with others, and how moneys may be raised by or for them; prescribes their organization, officers, and their powers, and the time and manner of filling up and vacating offices, and the functions of each officer; prescribes the school age and conditions of attendance; and provides in some cases for the investment and application of the school funds derived from the General Government. The local municipalities organise school districts under State laws, elect school officers, and levy and collect taxes for school purposes. The local school officers examine, appoint, and fix the salaries of teachers when not otherwise done, build schoolhouses,¹⁰ procure school supplies, arrange courses of study, prescribe the rules and regulations for the government of the schools, and administer the schools."¹¹

Dr. Rigg in 1884, wrote as follows:—

"In America one leading principle has obtained very wide acceptance for many years past. That principle is that, for the citizens of the country who, as individual members of the sovereign people, have both to keep the laws and also to govern each other, so much education must be provided—and at the nation's cost, so far as need be—as will enable them to understand the laws of their country, and their own relation to the National Government. The real statesmen of the United States placed the right and duty of national education on

¹ Statement, pp. 9, 10.

² (a) Statement, p. 10;

(b) C. Rep., 1885, p. 30;

(c) "The Century," April, 1886, p. 959.

Compare with N.Z. 1877 Act, secs. 39, 42, 80.

³ For details respecting public school funds, including *per capita* expenditure and taxation, see C. rep., 1885, p. 19-26, 84. See also—

(a) M.C.E.;

(b) S. and R.I., 21 Oct., 1884;

(c) Q.R., pp. 457, 458;

(d) "The Century," April, 1886, p. 959.

For cost per scholar, see S. and R.I., 14 Oct., and 9 and 23 (Canada) Sept., 1884.

⁴ For summary of annual income and expenditure in each State and Territory, see C. rep., 1885, pp. 19, 25, 26 and seq.

⁵ See (a) C. rep., 1885, pp. 19, 23;

(b) S. and R.I., 14 Oct. and 9 Sept., 1884; and

(c) C. rep., p. 21. "Expenditure for year ending 30 June, 1884, \$19'34, the highest of any State; Georgia, the lowest, is but \$1'20."

⁶ See Dr. Philbrick, p. 166; and on schoolhouses generally, p. 156. For "Requirements of the Modern School-room," p. 171. And for subject generally note recent Canadian work and other authorities referred to *supra* "Great Britain."

⁷ For very full official details see "Circular of Information of the Bureau of Education," No. 1, 1885, "City School System in the United States," by John D. Philbrick, LL.D., late Supt. of Boston Schools (hereafter termed Dr. Philbrick), Washington Govt. Print. Office, 1885; and for some particulars concerning Boston, New York, and Chicago, by a British observer, see S. and R.I., 6 Sept., 4 and 21 Oct., 1884. See also C. rep., 1885.

⁸ See C. rep., 1885, and "Circular of Information," No. 6, 1884, "Rural Schools." Outside of official circles, I heard the illiteracy of many members of the local school-governing bodies in country districts complained of as a great hindrance to progress. But "the American school system is largely founded on the idea of local competency in the management of educational affairs."—Dr. Philbrick, p. 14, where see full details.

⁹ Statement.

¹⁰ Note excellent law in New York, "that no schoolhouse shall be built in the State until the plan of it, so far as ventilation, heat, and lighting are concerned, shall have been approved by the School Commission of the district in which such schoolhouse shall be built."—C. rept., 1885, p. 192.

¹¹ Statement, p. 11; and see Dr. Philbrick.