

PREFACE.

Among the many changes which the nineteenth century has witnessed in education in both the Old and the New World, none has been more general or more far-reaching in its effects than the increasing share which State control has assumed in moulding, through increased centralization, the educational systems developed by the more civilized States of Europe and America.

For centuries the Church presided over education, and when her power declined, private enterprise, under many limitations, strove to make up the deficiency. Rarely did the State by charter or by legislation assist the education of its citizens, except that of the favored classes, preferring, for various reasons, to leave the somewhat meagre assistance given to the masses to the initiative of local bodies.

Although material for an account of early State efforts is not readily accessible, yet even for the five countries treated in the following sketch it would fill a large-sized volume. Nothing more has been here attempted than a discussion of the main features which the course of State control has exhibited in England, France, Germany, the United States, and Ontario, chiefly during the nineteenth century, and as near the present date (1911) as recent reports would allow.

I have thought it best to place the general consideration of the subject in a separate part, leaving to a second section the drier details of the growth of control in various departments.

In addition to consulting the usual original sources and reports, I have read the works named in Appendix A.

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