

instruction in schools of agriculture, mining and mechanical industry. In the Palace itself, numerous halls and alcoves were filled with charts, maps, text-books, globes, &c. In fact all the different elements of the grand educational movement of the age seem to have been represented in some part or other of the Exposition, affording a rare opportunity to test the mental and moral progress of our race.

The appreciation of the peculiar excellencies of different nations was indicated by a series of prizes, embracing, first, honorable mention; second, bronze medals; third, silver medals; fourth, gold medals; and fifth, grand prizes. The highest rank of excellence, indicated by grand prizes, was attained only by two Republics, the United States and Switzerland. This, considered in connection with the small number of her exhibitors in all departments of the Exposition, indicates the pre-eminence, in higher civilization, which free institutions have already secured. In the massive educational establishments of the great powers of Europe, organized, supported and enforced by authority, using the physical resources of great nations, there were exhibited some results which, of course, the limited powers of popular government could not attain. But for those nobler elements of intellectual progress, which indicate and establish the leadership of civilization, it is found that popular freedom is the most genial inspiration.

The grand difference between the educational systems of Europe and America lies in system. In the older countries of the world everything, sooner or later, settles itself down into a certain routine. This is claimed as a special advantage by the advocates of conservatism, ever ready to defend the abuses of vested interests. It is admitted that for many of the purposes to be attained by schemes of popular education, a well settled system is of prime necessity, although that system may embrace many erroneous principles, and may be embarrassed by many defects of application. But the experience of European nations seems to demonstrate that mere system may be pushed to extremes. By hardening into inflexible grooves, a machinery of education may prove to be a restraint upon the free development of popular intelligence, and, to a greater or a less extent, an impediment, of real civilization and progress.

European educational systems are especially open to this criticism. The great problem of those mediæval governments is to yield such limited compliance to the spirit of the age as will enable them still to maintain their power. The enlargement of popular ideas and the extension of popular intelligence being fixed facts, the policy of the ruling powers lies in controlling their development as far as possible. Hence education has been made both a State and a Church institution to an extent which we republicans would not tolerate in this country. We are able, however, to appreciate with sufficient accuracy the reasons of this centralization of popular thought around existing institutions. We know that vested interests would be imperilled by the emancipation of the popular mind from prejudices favorable to the perpetuation of present abuses. Hence the anxiety of the powers that be to impress upon the young mind of the nation such a reverence for existing social order as will secure their own hereditary emoluments. From systems of popular education devised by such authorities, and with such narrow views, though we are prepared to expect special cultivation of specific faculties, we have no reason to look for any broad or genial development of the mind as a whole. The great effort is to educate the rising generation into obedient subjects of monarchy.

These systems are ably presented by Commissioner Hoyt in his report on the educational department of the Paris Exposition. The French system is like other departments of French thought and enterprise, daring and comprehensive. It contemplates a wide range of instruction, embracing every grade of advancement from the primary school to the university, but it is open to objection on the score of impracticability in many of its features. It is also seriously crippled by the excessive centralization of the French political system. The Prussian system, on the other hand, is less demonstrative, but it exhibits the same massive and powerful organization which has given such sweeping and unexpected successes to the Prussian arms in the war now raging. The other German States are remodelling their systems upon that of Prussia. Those of the Latin races in the southern peninsulas of Europe are following the line of general action of the Teutonic nations, but have not as yet developed very striking results.

The Swiss educational system, however, presents a remarkable analogy to our own, and both, in the monarchies of Continental Europe, are stigmatized as the absence of system. In the United States and in Switzerland, the local machinery of education is in the hands of the people, and hence its administration presents a great variety of efficiency growing out of the different capacities of local communities to manage it. The local directors are elected by the tax-payers and school patrons in each district, while the

general management of each canton or state lies in the state or cantonal government, not in the general government. Critics imbued with the conservative prejudices of monarchy, and fascinated by the imposing but superficial results of the centralized establishments of Europe, are disposed to a captious contempt for a free-popular system. We can afford to admit, for the satisfaction of these gentlemen, that there are disadvantages at the outset which are not so readily overcome by the latter as by the former. But the enlarged experience of mankind has shown that those results which are the most speedily attained are not the most permanently advantageous.

European systems contemplate the cultivation and polish of specific faculties. The popular systems of Switzerland and the United States aim at the development of the whole mind and the quickening of the sentiment of free manhood. The former having thus narrowed its sphere, it is not at all wonderful that it has the sooner attained its maximum of results. The latter, having embraced wider and nobler aims, must await the ripening fruits of its labors in the glorious future. In spite of classical and scientific learning, and in spite of superior effectiveness in some of the processes of training, our free-popular education will sooner or later produce results that will overshadow the grandest achievements of the European systems.

3. COST OF SCHOOL EDUCATION.

There is nothing in which the States of the Union differ from each other more than in the adequacy of the provisions made for the instruction of children and the efficiency of their school systems. The following table shows the sum of money expended for education in each State, for each child of "school age."

School Expenditures per head of the School Population.

Nevada	\$19 17	Wisconsin	\$4 98
Massachusetts	16 45	Maine	4 78
California	11 44	Maryland	4 50
Connecticut	10 29	New Hampshire....	4 46
Pennsylvania	7 86	Arkansas	3 97
Illinois	7 83	Louisiana	2 84
Iowa	7 21	Delaware	2 70
New York	6 83	Missouri	2 65
Vermont	6 47	Nebraska	2 65
Kansas	6 45	Indiana	2 37
Ohio	6 48	Alabama	1 49
Michigan	6 40	Tennessee	91
New Jersey	6 38	Florida	91
Rhode Island	6 20	Kentucky	73
Minnesota	5 71	North Carolina	48

The average attendance in the schools of the whole country is, 3,377,069, while the average number of children of school age absent from school is 4,843,568.

4. TOO PREVALENT SUPERFICIAL EDUCATION.

Gen. Schriver, inspector of the United States Military Academy at West Point, in his annual report, speaks as follows of the prevalent system of education:—

"The results of the late examination have, with greater force than ever before, directed the attention of the Academic authorities to the utterly superficial system of education seemingly prevalent throughout the country. It is no longer unusual or surprising to find candidates rejected at West Point for deficiency in the primary branches of a common school education, possessed of diplomas from reputable seats of learning, attesting their proficiency in many kinds of knowledge. Though the requirements for admission are certainly not beyond the capacity of an ordinary pupil of the common schools old enough to receive a cadet appointment, it is doubtful whether a tithe of the vacancies at the Academy could be filled without the one year's preparation for examination provided for by law."

5. AN EDUCATIONAL WARNING TO US.

The following extract from an article written for the London *Fortnightly Review*, by Emile de Laveleye, indicates with startling clearness the cause of the downfall of France:—

"The most formidable corps in the French armies was, it used to be said, the Turcos and the Zephyrs. They met men in spectacles, coming from universities, speaking ancient and modern languages, and writing on occasion letters in Hebrew or Sanskrit. The men in spectacles have beaten the wild beasts from Africa. In other words, intelligence has beaten savagery. Are we to be