

THE MAKING OF CITIZENS

A STUDY IN
COMPARATIVE EDUCATION

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CONTENTS.

	PAGE
INTRODUCTION	I
CHAPTER I.	
SOME SOCIAL PROBLEMS	13
CHAPTER II.	
THE PRIMARY SCHOOL SYSTEM OF ENGLAND	27
CHAPTER III.	
THE PRIMARY SCHOOL SYSTEM OF GERMANY	64
CHAPTER IV.	
THE PRIMARY SCHOOL SYSTEM OF FRANCE	102
CHAPTER V.	
THE PRIMARY SCHOOL SYSTEM OF THE UNITED STATES OF AMERICA	130
CHAPTER VI.	
THE WORKING OF THE PRIMARY SCHOOLS	163
CHAPTER VII.	
THE HIGHER PRIMARY SCHOOL	203

CHAPTER IX.		PAGE
THE SECONDARY SCHOOL SYSTEM OF FRANCE	.	213
CHAPTER X.		
THE SECONDARY SCHOOL SYSTEM OF GERMANY	.	235
CHAPTER XI.		
THE SECONDARY SCHOOL SYSTEM OF THE UNITED STATES	.	265
CHAPTER XII.		
THE SECONDARY SCHOOL SYSTEM OF ENGLAND	.	296
CHAPTER XIII.		
THE EDUCATION OF GIRLS	.	335
CHAPTER XIV.		
THE EDUCATION OF DEFECTIVE CHILDREN	.	367
CHAPTER XV.		
CONCLUSIONS	.	387
APPENDIX A	.	(Inset) 397
APPENDIX B	.	397
INDEX	.	399

PREFACE.

DURING the last twenty years an enormous amount of material on the educational systems of Europe and America has been collected and published by various Governments, as well as by private persons. Hitherto, however, there has been no attempt made to collect and present this material in a systematic form to the English reader; although M. Levasseur has done this for the French, and several writers have performed a similar duty for the German, reader.

The preparation of this work has proved a heavy task, and I trust that my effort will be received as an earnest attempt to place before my readers a complete and accurate account of the present position of education in the four principal countries of the world.

There is one point I am anxious to make clear: I have placed as my aim, not the compilation of sets of comparable and scientifically accurate statistics, for I recognise the futility, and, indeed, impossibility of such a task as that. My purpose has been rather to utilise statistics as a means to an end—and that end is the presentation of a reasonably clear and well-defined set of pictures illustrating the systems of education at work in these countries. Statistics are used as guides, not gauges. Nothing more readily lends itself to abuse than statistical information, and therefore, throughout this book, the fact is emphasised that a direct comparison of system

with system, by means of statistics only, is unscientific and misleading.

Finally, I would point out that this book has been written primarily for general readers—for people who, taking an intelligent and keen interest in the many pressing educational and concomitant social problems of modern society in England, are anxious to have a coherent and intelligible account of how these problems are being dealt with by sister peoples. Consequently, I have not deemed it necessary to append a detailed list of the many authorities consulted. The statistics in the text, unless specifically stated otherwise, are taken from official sources or from compilations avowedly based upon Government publications; and although no special value is claimed for them, purely as statistics, nor can I hope to have escaped the very human tendency to err in dealing with them, yet it is believed that as used here they are reliable and clear.

I feel under a debt of obligation to many writers; but the book would not have been written had not the Annual Reports of the Commissioner of Education, Washington, and the Special Reports of the English Board of Education placed a mine of information at the disposal of the student. The American Commissioner's Reports are for brevity referred to in the text as *C.R.*; whilst the two volumes dealing with American Education, and entitled *Education in the United States*, prepared for the Paris Exhibition, are similarly referred to as *A.E.*

For direct help in the preparation of the book, I am indebted to my wife; while to the Rev. W. Tudor Jones, and Mr. W. A. Beanland, my thanks are due for help in other ways. Finally, for assistance in many directions, I would like to thank Principal Salmon and Mr. A. E. Twentyman.

R. E. H.