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FABIAN WARE

AUTHOR OF EDUCATIONAL REFORM—THE TASK
OF THE BOARD OF EDUCATION, ETC.

“. . . and then as to her manner ; upon my word I think it is particularly graceful, considering she never had the least education : for you know her mother was a Welsh milliner and her father a sugar-baker at Bristol.”

School for Scandal, act ii, sc. 2

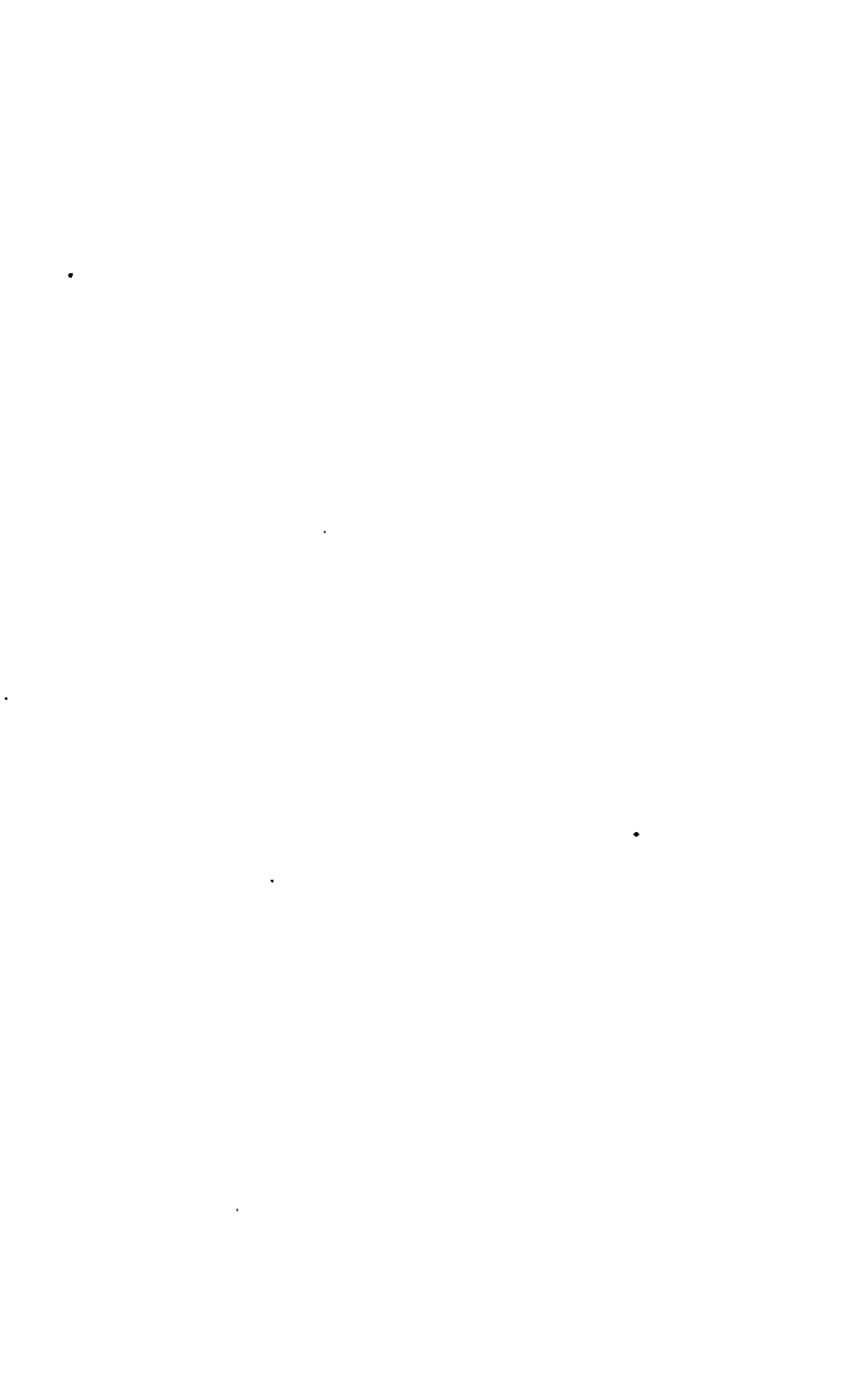
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International Education Series

EDITED BY
WILLIAM T. HARRIS, A. M., LL. D.

VOLUME LIV



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TO MY WIFE

EDITOR'S PREFACE.



THE publishers take pleasure in offering to the public the present volume of the International Education Series. It is written by an English scholar who has made a reputation for his philosophic insight into the aims and purposes of the chief national systems of education at present in operation upon the continent of Europe. In the light of his broad general studies, Mr. Ware discusses the situation in Great Britain, and throws light upon home questions that are pressing for a solution. To those readers of educational treatises of a generation ago which served up only an inventory of national differences and peculiarities without tracing these to a common principle or any fundamental process, the writings of Mr. Ware are in the nature of a revelation. They afford enlightenment to the seeker after wisdom, while the mere inventory has a tendency to obscure one's vision by dividing and subdividing his attention upon a multitude of details without unity, and thereby laming his will or his power to act.

The philosophic study of education traces the dead results—the facts or products of a system of education—into the processes which have produced it. In the next place it discovers the aims

Editor's Preface.

and purposes which have impelled and guided the processes and formed their methods. Arrived at an insight into purposes and aims, one is able to compare intelligently the system of one nation with that of another. It is only in the light of the national aim and purpose that the methods and results of an educational system can be criticised. The philosophical view, of course, examines and compares national purposes and aims in view of the status of the people of a country and the direction of progress which their civilization is taking. In the present book it is believed by the publishers that Mr. Ware has presented in a clear and convincing style a series of reflections upon his theme, namely, upon the "Educational Foundations of Trade and Industry," which will prove quite as enlightening to readers in America as in England. To see the systematic and efficient efforts of the French, and especially of the Germans, as viewed from the standpoint of an intelligent Englishman, will prove helpful to us, who are beginning to make earnest efforts to re-enforce our industries by school education.

It is hoped that the present work will meet a cordial reception from the directors of education, and from all who are interested in meeting a national want by schools for trade and industry.

W. T. HARRIS.

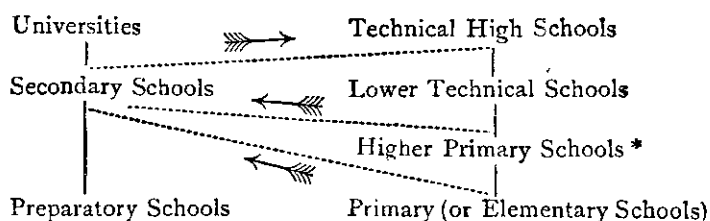
WASHINGTON, D. C., *December 7, 1901.*

P R E F A C E.

THE following pages have been written with the intention of placing before the English public an accurate, though necessarily far from complete, account of the educational foundations of foreign trade and industry. As need for educational reform is generally expressed in England in terms of foreign commercial or industrial success, I may be justified in thinking that many persons in this country will be interested to know, or to complete their knowledge of, what our foremost rivals are really doing in their schools. This book originated in a suggestion of Professor H. L. Withers, of Owens College, Manchester, that I should write on the subject of foreign trade and foreign education. I am not qualified to discuss the question from an industrial or commercial point of view; I have therefore confined my attempts to showing the educational intentions of Germany, France, and the United States of America, and the way in which these intentions are put into practice in

Preface.

their schools. The relation between their education and their success in commerce and industry is now generally recognized in England; but it is not for an educationist to express any opinion on this matter. The following plan of a complete national system of education will explain most of the technical terms which I have been obliged to use in the following pages. The dotted lines and arrows show the principal passages from one division of the system to the other. The two divisions are distinct in most countries, the great exception being America.



The only direct assistance in my undertaking which I have to acknowledge is that of my wife. To her judgment and practical help I am greatly indebted, and to her I have dedicated my book.

I must, however, take this opportunity of publicly admitting how much I owe to the writings of Mr. Spenser Wilkinson and Mr. Michael E. Sadler. All students of National Education are under a heavy debt to these two gentlemen; my obligation to them is particularly great, as I have had

* Called in England "Higher Grade Schools."

Preface.

many opportunities during recent years of discussing personally with them matters of common interest.

Among the chief works which I have consulted, and from which I have quoted, I may mention, "Special Reports on Educational Subjects" of the English Board of Education, the volumes published in connection with the Paris Exhibition of 1900 by the French Ministry of Public Instruction and Ministry of Commerce, the Annual Reports of the United States Commissioner of Education, and the admirable "Monographs on Education in the United States," published in connection with the American Educational Section of the Paris Exhibition of 1900.

F W.

HAMPSTEAD,
June 8th, 1901.



CONTENTS.



CHAPTER	PAGE
I. THE GROWTH OF NATIONAL SYSTEMS OF EDUCATION	1
II. VOLUNTARY EFFORTS IN ENGLAND TO LAY EDUCATIONAL FOUNDATIONS	14
III. THE ATTEMPTS OF THE ENGLISH GOVERNMENT TO LAY EDUCATIONAL FOUNDATIONS	29
IV. THE FOUNDATIONS LAID BY GERMAN GOVERNMENT	57
V. THE FOUNDATIONS LAID IN FRANCE	147
VI. THE FOUNDATIONS LAID IN AMERICA	226
VII. CONCLUSIONS	286
INDEX	295

