Read the following passage and answer the questions below.

Background: Horace Mann was an education reformer from the 1800s. He wanted to create a secular education system that would show not only the economic reasons for education but also the social reasons why having a taxpayer funded public education system is needed in a republic. (I would put this in your people chart.)

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| *The Pecuniary Value of Education*I am the more induced to take this view of the subject because the advocates and eulogists of education have rarely, if ever, descended to so humble a duty as to demonstrate its pecuniary value both to individuals and to society. They have expended their strength in portraying its loftier attributes, its gladdening, refining, humanizing tendencies. They have not deigned to show how it can raise more abundant harvests and multiply the conveniences of domestic life; how it can build, transport, manufacture, mine, navigate, fortify; how, in fine, a single [new idea](http://www.answers.com/topic/the-pecuniary-value-of-education) is often worth more to an individual than a hundred workmen and to a nation than the addition of provinces to its territory. I have novel and striking evidence to prove that education is convertible into houses and lands, as well as into power and virtue. ...Horace Mann |

1. What is this passage about?
2. What are the non-economic attributes that a public education system adds to a republic?
3. What are some economic attributes that a public education system can add to a republic?