

# AN INTRODUCTION TO EDUCATION

(THIRD EDITION)

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DEDICATED  
TO  
SOME OF THE DISTINGUISHED TEACHERS  
WITH WHOM WE HAVE STUDIED

JOHN DEWEY  
EDWARD L. THORNDIKE  
ELLWOOD P. CUBBERLEY  
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## PREFACE

As in the original edition, 1924, and the Revised 1927 Edition, the purpose of the Third Edition of *An Introduction to Education* is to introduce the pre-service teacher and the unprepared in-service teacher to the problems of education, and to meet the needs of the introductory course to the study of education, a course which is required of practically all students entering teacher-education institutions. The text is in the nature of a survey course in the field of education. It aims to do for the student what the survey courses in history, literature, and general science do for students in those fields. Through a study such as this text offers, the student becomes acquainted with the various theories current in the field of education, the major problems to be solved, present-day practices and systems, the school as a social institution, and the history of modern education. Thus he is enabled to get a certain perspective, a point of view, which will render him much more intelligent toward the more detailed studies to be taken up as he continues his preparation.

Since the appearance of the first edition of *An Introduction to Education* in 1924, the type of course for which it was intended has become widely established. The generous response of the teaching profession to the original edition and the Revised 1927 Edition places two major responsibilities upon the authors, which they have endeavored to discharge by the complete revision of 1933.

In the first place, the use of the text for nine years by

thousands of beginning students in education has contributed a valuable body of experience in teaching the book, to take advantage of which is almost an obligation as well as a privilege.

In the second place, a survey of education to be of value must of necessity cover the education of *today*. Any book that enjoys the confidence of a large group of teachers must repay that confidence by disclosing as nearly as possible the *current* facts about education. This, in view of the rapid progress in education, means inevitable revision of the introductory text. Since the publication of the original edition of *An Introduction to Education* and the Revised Edition of 1927, a number of new topics have come into sufficient prominence to justify their inclusion in such a survey.

The original plan of organizing the material in large units has been followed in the Third Edition. The chapters have been grouped into natural units. The instructor will find these units of work valuable in laying out his plans, reviewing after study, and giving examinations. Each of the first four parts closes with a brief summary of the material discussed. The purpose of this is to emphasize the important points brought out and to serve as a transition to the next part.

The 1933 edition of *An Introduction to Education* is more than an ordinary revision. The authors have rewritten every part of the book that could be bettered. Only that material in the old edition was left where there was no change in educational theory or practice since the book was written. For example, Chapter 1 is entirely new with the exception of two studies that were cited in the former edition. In a like manner every chapter in the book has

been completely and carefully revised and rewritten. New material has been added, including such topics as adult education, character education, the White House Conference on Child Health, current trends in higher education, measurement in higher education, reflexes, emotions, capacities, different classifications of instincts, a report of the Hoover committee on education, and other significant developments in the various fields of education. Considerable material has been added to the historical discussion of the evolution of education. In Chapter 15 a new section has been added on the personnel of the school to show the differentiation and changes that have taken place in the teacher's functions and duties. An analysis is presented of specific traits necessary for the various levels of teaching.

Two omissions in the Third Edition perhaps call for some explanation. The authors have included no specific section on mental hygiene, because of the highly controversial nature of this subject. They have, however, put into Chapters 5 and 6 much of the material that has been given by others under the title of mental hygiene. The questions and problems which were found at the end of each chapter in the previous revision have been omitted, primarily because the authors found that instructors preferred to devise their own question and problem material.

In preparing this new edition, as well as in the two former ones, the authors have kept constantly in mind the lack of perspective and experience which characterizes the pre-service teacher, and the in-service teacher who needs a greater professional background. They have attempted to express the thought simply and concretely for beginning students in teacher-education colleges and for groups of

teachers working together in reading circles and study groups.

Having specially in mind the needs of the instructor in assigning supplementary reading, of the student who may desire further independent reading, and of those individuals and groups who may be carrying on study by themselves, the authors have presented at the end of each chapter a full bibliography of books relative to subjects discussed in the chapter. Specific chapters with their titles, indicating the material included, are listed as an aid in directing the student to the particular material which he may desire. In the Revised Edition of 1933 there have been added a number of references to recent publications in the several fields of education.

The pictures included in the book are of living educators. While this is contrary to the usual custom, it has been widely endorsed as a means of introducing the beginning student to some of the men who are making educational history today.

The authors make no claim for originality in much of the material presented, as the very nature of the book makes it impossible. They are under obligation to many sources and individuals for a large part of the material, and to these they have given proper acknowledgment. For much of the point of view they are indebted to those eminent teachers whose names appear on the dedicatory page.

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Greeley, Colorado  
July, 1933

PART ONE

*THE TEACHER*

INDIVIDUAL EFFICIENCY IN TEACHING

THE TEACHER'S PHILOSOPHY OF EDUCATION

THE TEACHER, THE SCHOOL, AND THE COMMUNITY



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## *Chapter 1*

### INDIVIDUAL EFFICIENCY IN TEACHING

The United States of America was the first nation to attempt to educate all children at public expense. The greatest trouble encountered in this experiment has been the difficulty in getting an adequate supply of competent teachers.

More than a century ago leaders began to study this problem. Governor DeWitt Clinton of New York, in his message to the State Legislature in 1825, said, "It is necessary that some new plan for obtaining able teachers be devised." He proposed a "seminary for the education of teachers." Such educational institutions had been established in Germany more than a century before. They had gradually spread to other continental countries in Europe, and were soon to be established in the British Isles and the United States.

In 1837, two years before the first state normal school was established, the American Institute of Instruction presented to the Massachusetts Legislature a plea for better-educated teachers. The following is taken from this very important document:

That there is, throughout the Commonwealth, a great want of well-qualified teachers:

That this is felt in all the schools, of all classes, but especially in the most important and numerous class, the district schools:

That wherever, in any town, exertion has been made to improve these schools, it has been met and baffled by the want of good teachers; that they have been sought for in vain; the

highest salaries have been offered, to no purpose; that they *are not to be found* in sufficient numbers to supply the demand:

That their place is supplied by persons exceedingly incompetent, in *many* respects; by young men, in the course of their studies, teaching from necessity, and often with a strong dislike for the pursuit; by mechanics and others wanting present employment; and by persons who, having failed in other callings, take to teaching as a last resort, with no qualifications for it, and no desire of continuing in it longer than they are obliged by an absolute necessity. . . .

We do not state the fact too strongly, when we say that *the time, capacities, and opportunities of thousands of the children are now sacrificed, winter after winter*, to the preparation of teachers, who, after this enormous sacrifice, are, notwithstanding, often very wretchedly prepared: . . .

We are not surprised at this condition of the teachers. We should be surprised if it were much otherwise. . . .

Whatever desire they might have, it would be almost in vain. There are no places suited to give them the instruction they need.<sup>1</sup>

The development of public education has been seriously retarded by this lack of adequately educated teachers. Even after professional education was started, teachers were still poorly prepared because the courses were insufficient. It is true that such preparation was vastly superior to none at all, but it left much to be desired. We have gradually built up standards of certification and strengthened preparatory courses in most states until conditions have been greatly improved. There are, however, still many teachers in America who are poorly prepared for their work. You who are planning to enter the teaching profession must get the best possible education before attempting to teach.

<sup>1</sup> *Barnard on Normal Schools*, Vol. I, pp. 103-104. Reprinted as Colorado State Teachers College Education Series No. 6.

### TEACHING IS A PROFESSION

Teaching is a profession. It is a profession so important that it challenges the best of the present generation. Teaching as a stepping-stone to something else no longer exists. The period of preparation is too long, the skills too difficult to develop, for one to plan to teach while getting ready for some other occupation. In the early days teaching was something for unemployed mechanics and failures at other work—people who had no desire to continue teaching longer than they were obliged by absolute necessity. Other occupations have taken this unimportant place once occupied by teaching. It is no longer possible to prepare overnight for teaching and get a school to practice on. We have learned that minds are even more precious than bodies, and so most parents demand a teacher who is as well prepared to guide their children mentally as is the physician to guide them physically.

### THE IMPORTANCE OF TEACHING

The uneducated teacher “kept” school. Tasks were assigned and recitations were heard. Order was kept through fear of the hickory stick and the dunce cap. The teacher who has had a modern professional education has no such conception of teaching. The modern teacher becomes a friend, counselor, and guide to the children. He recognizes that his function is to build character and citizenship rather than to teach mere subject-matter. In fact the main difference between the old and the new in teaching is the difference between teaching subjects and teaching children.



A prominent Southern woman contributed the following to the Department of Superintendence Yearbook on Character Education:

In my memory chest there is stored away a picture of the teacher who made the greatest impression on my life, when I was a child of ten. I do not recall any particular subject that she taught me, but my picture shows her standing before the class, perfectly groomed, glowing with health, always ready with a smile and a word of praise for work well done, and the same smile and a bit of encouragement for the child who had tried and was never allowed to feel that he had entirely failed. She could be stern when occasion demanded, but there were few problems of discipline in that room. Children learned from example as well as precept the joy of right living, and the value of order, personal neatness, and cleanliness. The good-morning and good-by, as the lines filed in and out, carried a personal message to each child. In an age when sarcasm and ridicule were frequently used on children, I believe her influence showed me the great opportunity afforded by teaching and led to my choice of the profession.<sup>1</sup>

Almost every man and woman can tell of some teacher who helped them to form ideals and make life richer. Facts like this make us see the importance of teaching. A poor teacher can interfere with the normal development of the mental, social, and emotional life of children. A good teacher can add much. No one should teach children who does not see the importance of the profession.

#### QUALITIES NECESSARY FOR TEACHING

*Intelligence.* It takes real ability to learn the technics, develop a broad cultural background, and acquire the

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<sup>1</sup> *Character Education*, p. 289, The Tenth Yearbook of the Department of Superintendence.