

A
HISTORY OF EDUCATION
IN
THE UNITED STATES

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*(With acknowledgments to J. E. Miller, A.M., and to other
members of my educational seminar for valuable
assistance in the preparation of material)*

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PREFACE

IN presenting this volume under the dignified title of *A History of Education in the United States*, I fully recognize that I may to many seem presumptuous. "Is our educational story," they will say, "so small a matter as to be placed between two covers; or is the author one of those dangerous complacents who 'knows not, and knows not that he knows not'?" Neither of these queries can be answered wholly in the negative, for the complete narrative is a long one, and no man can know it in all its details. Yet the difficulty is not one which can mend itself with time. If it were, there might be less excuse for the present work, which is offered more as a report of progress than as a final word upon the subject. In its preparation I have been governed by the belief that the most crying need of the student of our educational history is a considerable mass of definite fact upon which to base his own generalizations, or with which to interpret those of others, rather than extended philosophical discussions of historical trend. Current educational literature is rich in the latter, though comparatively barren of the former, and when it does appear, is of necessity disconnected. That the work is, then, essentially institutional—perhaps more appropriately termed a Chronicle than a History—is a part of the plan, and if a defect, is one fully reckoned with, for of two evils the lesser has seemed to me to be the omission of the philosophy rather than the fact. When the book is used as a text for classroom work, the

former can well be supplied by the instructor; when used by the general reader, the references have been so selected as to supply the lack. These are probably more profuse than would be necessary to meet the needs of most readers, yet are so classified through the use of different kinds of type as to constitute, in a sense, three separate bibliographies. In the reference lists at the ends of the chapters, the authors whose names are printed in bold-faced type are cited in the text of the chapter; those printed in italics are deemed especially important, while those in common type are not without value, and should be read by the student making an exhaustive study of the subject. The selections are largely made from works which are likely to be found in the library of the educator, and would certainly be included in that of any normal school, or college, or in a public library of any pretension. I refer particularly to Barnard's *American Journal of Education*, the Reports of the United States Commissioner of Education, the Proceedings of the National Educational Associations, files of the leading educational journals (*Educational Review*, *School Review*, and *Education* are most frequently cited), and the Herbert B. Adams Contributions to American Educational History, published as circulars of information by the United States Bureau of Education, together with a limited number of other circulars from the same source. When the book is used as a text, all of these works should be readily accessible to the student.

The book is so arranged as to be studied in either one of two ways: chronologically throughout, by using the marginal references printed in bold-faced type. When this is done, the whole book will be covered in connection with Part I; or chronologically only for the development of elementary and secondary education, higher and special education being considered topically.

To follow this plan, the bold-faced marginal references should be disregarded.

I should be ungracious if I did not acknowledge my indebtedness to educators in every part of the country for their courtesy and kindness in supplying specific information for use in the volume. Rich as we are in historical sources, many facts of importance in a study like this are only in the possession of isolated individuals who must be appealed to or the quest abandoned. Almost without exception my appeals—which in some instances must have seemed inordinate—have been promptly responded to. The state superintendents of public instruction have been especially sinned against by me in this respect, though no class of educators, from our national commissioner to the teacher in the rural school, has been entirely exempted; and I am alike grateful to them all.

Particularly am I under obligations to my colleagues, Mr. J. E. Miller and Professor E. C. Baldwin, the former for work in the preparation of material, several of the chapters in Part I being largely based upon his studies; to the latter for invaluable aid in the revision of manuscript. I am under obligations also to members of the State Library School of the University of Illinois for the revision of references. And to any reader who will call my attention to inaccuracies which must have crept into the work in spite of every precaution, I shall be equally grateful.

EDWIN GRANT DEXTER.

THE UNIVERSITY OF ILLINOIS,
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History ~~OF THE~~ Education

PART ONE

THE GROWTH OF THE PEOPLE'S SCHOOLS

CHAPTER I

BEGINNINGS IN VIRGINIA

THE history of education in the United States, even in the narrower sense of the history of its schools, has its beginning with the first permanent English settlement. Although the Spanish had for more than one hundred years been making paths in the American wilderness and the French had raised their flag on the Florida shores, that permanency of occupation which is a prerequisite to organized educational effort was nowhere discoverable until the Virginia settlement of 1607, and was lacking there at the beginning.

In the spring of that year one hundred and five men settled at Jamestown. They did not come to build homes, but to seek wealth in a land that was thought to glitter with gold. Among them were twelve common laborers, four carpenters, several masons and blacksmiths, and forty-eight gentlemen. Such were these pioneers. Only a few of them were married, and these had left their families in England. The first few years were full of mismanagement and consequent suffering. The early settlers were in no way fitted for a battle with the wilderness. They came

to find gold, not to make homes, and it was not until repeated disappointment in the former quest had thoroughly disheartened them that they were willing to accept the latter alternative. For the first ten years of the settlement we find no evidences of schools, and even then they originated largely as missionary ventures of the English Church. In 1616 the king ordered the Bishop of London to collect money for a college to be founded in Virginia, and during the next three years some £1500 were raised and sent over. In 1618 the following instructions were given to Governor Yardly:—

Neill¹, p. 147.

“Whereas by a special grant and license from his Majesty, a general contribution hath been made for building and planting a college for the training up of the children of those infidels in true religion, moral virtue, and civility, and for other godliness, we do, therefore, according to a former grant and order, hereby ratify, confirm, and ordain that a convenient place be chosen and set out for the planting of a university at the said Henrico in time to come, and that in the meantime, preparation be made for the building of the said college for the children of the infidels according to such instructions as we shall deliver. And we will ordain that ten thousand acres, partly of the lands they impaled and partly of the land within the territory of the said Henrico, be allotted and set out for the endowing of the said university and college with convenient possessions.”

Neill¹, p. 137.

Professor Adams, in speaking of this grant, says:—

“The proposed grant, which was duly made, included one thousand acres for an Indian college; the remainder was to be the foundation of a seminary of learning for the English.”

Adams, p. 11.

The Virginia Company also gave more than £100 for a house, and several books toward a library.

Warren and
Clark, p. 22.

Sir Edwin Sandys, the treasurer of the Company, was back of this educational movement. By this time it had become evident that the Virginia project was more than a mere prospecting venture for gold,—was, in fact, to be a permanent English occupation,—and the city of London sent one hundred children to the colony, together with private donations amounting to £500, to

aid in their maintenance until they should be self-supporting, the Virginia Company agreeing

“that all these children should be educated and brought up in some good trade or profession, so that they might gain their livelihood by the time they were twenty-one years old, or by the time they had served their seven years’ apprenticeship.”

Robinson, I,
p. 40.

That these juvenile settlers were very acceptable to the colony is shown by the fact that more were asked for and sent over in 1620, on the same conditions.

Robinson, I,
p. 24.

Before the close of the summer of 1620 Sandys, with the help of friends, succeeded in sending 1261 persons to America. It was also through him that “ninety young women of good breeding and modest manners were induced to emigrate to Jamestown” in the same year.

Ridpath, p. 73.

The lands granted to the college were in part settled by the colonists, under the agreement that one-half of the profits should be retained by the tenants, while the other half should be used “getting forward the work and for the maintenance of the tutors and scholars.”

Clews, p. 350.

While the records apply indiscriminately the terms “college” and “university” to this projected institution of learning, it is plain that since untutored savages and children were to be its students, the words lacked entirely their modern meaning. Doubtless the work with the former had a distinctly religious aim, though the following instructions given to Governor Wyatt in 1621 indicate that the practical side was not to be neglected. He was “to use means to convert the heathen, viz., to converse with some; each town to teach some children fit for the college intended to be built . . . to put prentices to trades, and not let them forsake their trades for planting, or any such useless commodity.”

Hening, I, pp.
114, 115.

But the terrible massacre of 1622, which depopulated the college lands and left the handful of survivors with