

AN INTRODUCTION TO THE STUDY OF EDUCATION AND TO TEACHING

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AUTHOR'S PREFACE

TWENTY to twenty-five years ago it was common, in our colleges and universities, to offer a general introductory course in Education, open to practically all students. The course usually covered the more important aspects of the subject as it was then developed, was intended for beginning students in education, and served a useful purpose in opening-up the field to those who knew little or nothing as to what constituted its subject-matter and problems. The present writer offered such a course for several years. It was elected by many university students who had no intention of preparing for teaching, and there is good reason for thinking that it served a useful purpose in giving to future citizens, school-board members, legislators, and parents, as well as to those who prepared for teaching, some intelligent idea as to educational practices, problems, and procedures.

With the rapid development of Education as a subject which took place after about 1906-08, and the coming of additional professors to the department, the course was finally given up, and what had previously been presented in this general introductory course was divided up among six or seven different university courses. Many of these have in turn since been subdivided, until now, generally over the United States, departments and schools of education offer so many different courses that only the student who specializes in education has a chance to learn, in any comprehensive manner, with what education as a whole deals. Even the special student often has difficulty, at first, in grasping relationships and seeing the full significance of the parts he is studying.

With the increase in the specialization of the courses, the general university student has tended to drop out of the education classes. If he has a few elective hours that he can spare for the subject, he is often at a loss to know what courses to elect. If, as sometimes happens, he elects a course on rural education, the junior high school, moral education, the curriculum, vocational education, principles of education, teaching practice, or child hygiene, he finishes the course with some information along one particular line, but with little real conception of the nature and scope and problems of the larger subject of education. As far as helping him later on to deal with his citizenship problems, and especially to become an intelligent school-board member, councilman, member of the legislature, or parent, he has often obtained almost nothing of value. He comes out of the course much as would a scientific student who, desiring to obtain some general idea as to English literature, elected a course on Milton or the Victorian novel; or the English student who, desiring to obtain some general idea as to the field of biology, elected a course on mollusks or marine algæ, or of physics and elected a course on heat.

It seems to the writer that the time has come, in the development of the subject of Education, when we ought to return to the earlier practice and offer to students, not only in universities and colleges, but in normal schools as well, a good general introductory survey course in Education that will set forth briefly for them the main plans for the organization of public education; the place and importance of education in our national life; the important present-day problems of education as they relate to the pupil, the teacher, and the parent; the general nature of the learning and the teaching processes; the educational reorganizations now under way, and the reasons for making them; the scope of the public school system; the problems of rural education;

the problems concerned with educational finance; and the outstanding present-day problems of our educational work. Such a course is intended to orient the beginning and the general student, to give them a good general idea as to what education deals with and is about, and should do for them what the general introductory courses now offered in botany, zoölogy, physics, government, citizenship, law, history, and literature do for the students in these subjects.

Such a general and orienting course is needed especially by those who are preparing for teaching, in our normal schools and teachers colleges, and would prove both useful and interesting to many of those who have already begun their teaching service. Only by means of some such general course as is here outlined will it be possible for either teachers or the general student to obtain any comprehensive idea as to the nature of the many specialized courses now offered in the field of education, as no student can longer afford the time necessary to study them all.

With these ideas in mind this book has been written. After a brief historical survey, the essential nature of education is first presented, and this is followed by a description of the more easily comprehended features of educational organization and administration and supervision. The book then passes to the work and training of the teacher, and then to the more difficult subjects of child development, pupil differences, the learning and teaching processes, scientific school classification, curriculum content, and educational and building reorganization. The recent important extensions of public education are next considered, the new social relations of the schools are described, the scope of the system of public instruction is outlined, and the important place of the college and university in a State system of public instruction is set forth. The problem of the rural child is next taken up, and the solution of the problem is presented.

Finally, the still more difficult questions of school support, taxation for education, increasing costs for schools, and the desirable equalization of burdens and advantages are dealt with. The book closes with a brief setting-forth of the present status of education as an applied science, and the larger unsolved problems that we face. Drawings and maps have often been introduced to give concreteness to the presentation, while the questions for discussion and the problems and exercises will be helpful to the instructor who handles the course.

This book contains sufficient material for a three-unit semester course, or a four- or five-unit quarter course. Excepting probably the first and the last chapters, the instructor will want two recitation periods for each of the chapters. This would carry the course over the period of time indicated above. A good method for using the text with a class will be to assign the chapters for thoughtful reading, and then to test how well this has been done by a series of short true-false and completion tests — that is, true-false not as the pupil thinks, but as the author says. These tests should be given frequently, and at unexpected times. This will keep the students up on the reading. The class time can then be devoted to a discussion of the questions at the end of the chapters, reports on the problems, and to a better understanding of what the text presents.

In the list of collateral readings which are given at the end of each chapter, only a selected few of the more easily accessible references have been included, the thought being that the instructor in such a course as this book presents probably will desire to confine the attention of the students rather closely to the text, and to the questions and problems. In assigning the problems, some guidance will be desirable as to how to go about solving them, and where to secure the needed data. Where use is made of the collateral

reading, it may prove more advantageous to make individual assignments than to turn a large class on a library containing but a few books.

A certain amount of illustrative and supplemental material, such as old and standard textbooks, courses of study, survey reports, some of the better tests and scales, pictures of school buildings and of work being done, and similar materials can advantageously be placed on reference shelves for examination by the students. Pictures and graphs can similarly be hung up for display, and a collection of lantern slides could be built up which would add much to the effectiveness of the course. The teaching problem is to make the work of the course concrete and well-understood to beginners who have little other background than the memory of their own school days.

For those instructors in normal schools who desire to make their introductory course still more of an Introduction to Teaching than this text provides, an almost ideal combination would be to use this book in connection with another volume in this series, Almack and Lang's *Problems of the Teaching Profession*.

In the form here presented it is hoped that this volume may prove useful as an introductory textbook in Education in normal schools, teachers colleges, colleges, and universities, and also that it may be found helpful by teachers in service who desire to obtain a more comprehensive view of the general field of education than they now possess. Still more, it is hoped that the book may prove attractive to the general student and reader, as an attempt has been made in writing it to present the maximum amount of information as to education which the limits of a volume of this size would permit.

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INTRODUCTION TO THE STUDY OF EDUCATION



CHAPTER I

OUR EDUCATIONAL EVOLUTION

Religious origin of our schools. Free State schools, as we know them to-day, are a relatively recent creation. As with the older European countries from which our early settlers came, schools with us arose everywhere as children of the Church. From instruments of religion they have been gradually changed into institutions to promote the welfare of the State.

Practically all the early settlers of America came from among those people and from those lands which had embraced some form of the Protestant faith, and most of them came to America to enjoy a religious freedom not possible in the countries from which they came. Here they settled in the wilderness and began life anew. Among the European ideas they brought with them were the importance of religion, and, in all except the Southern Colonies, of general education as well.

Of all those who came to America during the early period, the English Puritans who settled New England contributed most that was important for our future educational development. The education of the young for membership in the Church, and the perpetuation of a learned ministry for the churches, almost from the first claimed their serious attention. In the beginning home instruction was tried, but,