

JAMES E. FRASIER



# AN INTRODUCTION TO THE STUDY OF EDUCATION

3RD EDITION

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**3RD EDITION**  
**AN**  
**INTRODUCTION**  
**TO**  
**THE**  
**STUDY**  
**OF**  
**EDUCATION**



Revised by

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*Photograph on cover courtesy of the Seattle School District*

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**AN INTRODUCTION TO  
THE STUDY OF EDUCATION**

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EXPLORATION SERIES IN EDUCATION

UNDER THE ADVISORY EDITORSHIP OF

**JOHN GUY FOWLKES**

*To Jean  
and  
Janet, Doug, Curt, and Tom*

## EDITOR'S INTRODUCTION

The principle of a free educational opportunity was established in the United States as a result of two laws passed by the State of Massachusetts in the seventeenth century, the Act of 1642 and "The Old Deluder Act" of 1647. In keeping with the spirit of these statutes the American public has continued to express over the years abiding faith in our system of public education.

Today, the citizens of local communities are showing even more interest in the support and operation of their school systems. They are also recognizing the importance of teachers as the major determining factor in the quality of both elementary and secondary school programs. Teachers are regarded now as professional workers and are recognized as valuable members of their communities. As a result many young men and women are turning to teaching because of the personal satisfaction such recognition brings.

This volume will prove valuable both for teachers already committed to the profession and for students who are still contemplating teaching as a career. It is, in fact, pointed at helping these students in deciding about the critical question of vocation. It will further aid the student in learning how present-day education developed and how the intimate and essential interrelationship between education and our society operates.

This work is the third edition of a book written by George Willard Frasier and published in 1951. The second edition was published in 1956. These first two editions were used by many students throughout the country, and it is in answer to a demand that the third edition appears. The author of this edition, Dr. James Frasier, is the nephew of the late George Willard Frasier and has himself won distinction in the field of education.

JOHN GUY FOWLKES

# PREFACE

In the past ten years there has been significant evidence which suggests that teacher education has matured beyond its normal school-oriented past and is moving into its rightful place among the professions. Interdisciplinary studies of teacher education programs such as those conducted by TEPS (the National Education Association group concerned with these programs), the advent of a national basis for the accreditation of teacher preparation institutions, and the rapid disappearance of sub-baccalaureate teacher certification provide valid evidence that teacher education has "come of age." Now it is the responsibility of teacher education students and teachers to take advantage of the increased opportunities the new perspective of teacher preparation affords. As T. M. Stinnett<sup>1</sup> has noted: "The chief task of education in the future is to upgrade drastically the intellectual and technical competence of our teachers." The intent of this third edition of *An Introduction To The Study Of Education* is to contribute positively to the upgrading process.

In preparing the third edition of this already widely accepted textbook every attempt has been made to maintain the vitality and appeal of the original and revised editions which made them so attractive to students. Pedantry would be completely out of character in an introductory book. However, in view of the time lapse since the publication of the revised edition, the great changes in education noted above, and the significantly increased calibre of teacher education students, a major rewriting and reorganization of the content was required. Obvious information has been deleted, unnecessary repetition of ideas eliminated, and the style of writing upgraded.

The book is still primarily addressed to undergraduate classes in professional education. It is hoped, however, that the addition of new provocative material together with a more sophisticated approach to the entire volume will also make it valuable as a resource for certain graduate courses as well as interested lay persons. The "Critical Issues" statements which introduce each of the major sections of the book should help all readers focus their attention on the crux of the content.

Although it is impossible to acknowledge everyone who has contributed,

<sup>1</sup> G. K. Hodenfield and T. M. Stinnett, *The Education of Teachers*, Englewood Cliffs, New Jersey, Prentice-Hall, 1961, p. 135.

either directly or indirectly, to the production of this book, the special contributions made by certain persons and groups should be noted.

First, I wish to express gratitude to my late uncle, George W. Frasier. To thousands of educators he was a friend, teacher, college president, and leader. To me he was also confidant, model, and inspiration. The current edition stems from the base of his earlier works and, but for his untimely death several years ago, would have been jointly authored by him.

Deep thanks is owed the many students at Arizona State University and Oklahoma State University who used this material in its formulative stages and whose numerous comments and criticisms proved invaluable.

To the typists, proofreaders, and other secretarial personnel goes further thanks.

Any credit is gratefully shared with those noted above plus my own teachers, colleagues, and friends. Shortcomings can all be credited to me.

J. E. FRASIER

*Tempe, Arizona*

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# **PART I**

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## **The Foundations of American Education**

## INTRODUCTION

"In this world of ours, we are fundamentally in a race between education and catastrophe; either we will have sufficient knowledge with which to solve our national and international problems, or the catastrophe of an unwelcome tyranny is bound to overcome us in our ignorance. That's why our free public school system is the great hope of our future preparedness, and really, the hope of the free world." The foregoing statement made, not by a renowned educator, but by a military leader, General Omar N. Bradley, is synoptic of the basic premise of this textbook.

Our free public school system as a vital institution did not just "happen." American public education as it exists today rests upon foundations of great significance. We will examine some of the underlying ideas and review the backgrounds of the important people and incidents contributing to our emerging modern school system.

Education is an important aspect of freedom, one with which the Americans should concern themselves. A summary, even if brief, of where education has been, what important problems it has faced, how it fits into a democratic social order, and where it must go in the future is of great importance to all citizens of the United States—such a summary is prerequisite for anyone contemplating the profession of teaching. It is to be hoped that all fine students, those with keenest intellect and personality, will become intrigued with the story of American education so that they cannot resist a career in teaching as a life's work!

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## **CRITICAL ISSUES IN AMERICAN EDUCATION**

Each of the statements listed below is representative of opinion concerning American education today. Most of them indicate a position on issues that are closely related to the topics discussed in Part I of the text. It should be interesting for you to consider your own beliefs before you continue reading this section of the book, and then again near the end of this portion of the course.

These are not true-false statements. They are opinions, and you should react with your own opinion. A scale is suggested which you may want to use to check your beliefs, or, you may want to devise a scale of your own. If you will react to these statements both before and after working with the material, you may discover that your opinion has changed with regard to some of the issues; in other cases your study will probably serve to strengthen your original position. Whichever way, it is important for you to build a set of intelligent, defensible beliefs, and to know *why* you believe what you do.

### *What's Your Opinion?*

React to each of the numbered statements below, in one of the following ways:

I am in full agreement—(AA)\*

I agree, with some reservations—(A)

I agree, but only slightly more than I disagree—(a)

I disagree, but only slightly more than I agree—(d)

I disagree, but with some reservations—(D)

I am in total disagreement—(DD)

I have no opinion at this time—(N)

1. Our schools have put great emphasis upon individual success, but they have done so with due consideration for the common good.
2. Effective instruction results when the teacher aims primarily to prepare the child for adult life.
3. Courses in science and mathematics are necessary and effective mental disciplines for all students.
4. The school should instill obedience because it is a condition of the highest type of leadership that "he who would command must first learn to obey."
5. Education should work towards producing a curriculum the individual can draw upon when the need arises in life experiences.

\* If you want to keep a record of your opinions, you should note the number of the statement and the symbol which indicates your reaction in your notebook.

6. The school should strive to develop in its pupils the hardy and rugged individualism that characterized early American life.
7. Rigorous control of learning by adults gives children the moral stamina and fiber on which self-control is built.
8. Emphasis should be placed upon the special method of teaching a subject rather than upon improving the learning process.
9. Education can be best achieved by emphasizing the organized subject matter of the regular school curriculum, rather than by wasting time on the problems young people have here and now.
10. The wise teacher keeps classroom discussion away from controversial questions.
11. Each community should be free to order its own education without interference from a state board of education or state department of education.
12. The pupil profits to the degree that the materials of instruction are presented to him in logical organization.
13. The increasing use of scientific method in education will ultimately lead to the abandonment of philosophy of education.
14. In the interest of social stability, the new generation must be brought into conformity with the enduring beliefs and institutions of our national civilization.
15. The finer aspects of culture are best pursued for their own sake, and should be kept separate from matters of practical or vocational development.
16. Adult life changes so rapidly that it cannot be used for setting standards for the education of children.
17. As a rule, drill should be introduced only in situations where pupils feel a genuine need for it.
18. To think of motive as a part of the act performed is truer than to think of motive as behind and impelling the act to be performed.
19. It is more true to say that the self is the habits acquired by the individual in the course of his life than to say that the self must be there to acquire the habits.
20. In general, schools today are better than schools 50 years ago.
21. Federal aid to education will surely lead to undesirable federal control of local education.
22. Systems of uniform standards for education, on a nation-wide basis, would be an improvement in our educational system.





An officer of the student council speaks to enthusiastically interested parents about student government. (Hays from Monkmeier)



Left: Some communities stimulate interest in schools through panel discussions. A student, two teachers, and a parent discuss "Educational Decisions." (Seattle School District)



Parents meet to discuss health and nutrition problems among children of minority groups in a large city school. Intensive remedial reading instruction is also given in these sessions. (Arthur Leipzig, Ford Foundation)



Left: Parents and teachers plan together during a meeting of the Joint Committee of the NEA and the National Congress of Parents and Teachers. (National Education Association)