The American public school, a genetic study of principles, practice, and present problems

Finney Ross Lee
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The American Public School
PREFACE

It is almost universally agreed that the history of education, as traditionally organized and presented, is of doubtful value in the normal school curriculum. The reasons for this it is not necessary to enumerate here; they are familiar to all who have had to do with the training of teachers. It would be a distinct loss, however, to eliminate the subject entirely, because historical perspective is indispensable to an adequate comprehension of present-day education. This text has grown out of five years' experience in teaching the history of education to hundreds of normal school students; and is an attempt to arrange the material, as set forth in the secondary sources, in such a way as to meet the needs of normal school students. A glance at the Table of Contents will reveal the plan. Attention is confined to the American public school system, in which the candidate is to teach. The usual descriptions of ancient and medieval schools are omitted entirely, and even modern European developments are discussed only in so far as their relevancy is easily discernible by the typical student in a normal school. The bearing of early movements in our educa-
tional history upon current problems is explicitly pointed out. And the phenomenal developments of the past thirty years—usually omitted from the traditional type of history—are set forth at some length. The text is intended as a discussion of contemporaneous education from the genetic point of view.

For purposes of topical study cross references have been inserted in the text and a very complete index prepared.

ROSS L. FINNEY
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