Modern education in Europe and the Orient

Cloyd David Excelmons
MODERN EDUCATION IN EUROPE
AND THE ORIENT
Home and School Series
Edited by Paul Monroe

Curtis: Education through Play.
Curtis: The Practical Conduct of Play.
Cloyd: The Play Movement and its Significance.
Howorth: Modern Education in Europe and the Orient.
Kilpatrick: Froebel's Kindergarten Principles Critically Examined.
MODERN EDUCATION

IN

EUROPE AND THE ORIENT

BY

DAVID E. CLOYD, Ph.B., M.A.

PROFESSOR OF EDUCATION AND PSYCHOLOGY
DEAN OF THE SCHOOL OF EDUCATION
DES MOINES COLLEGE, DES MOINES, IOWA

New York
THE MACMILLAN COMPANY
1917

All rights reserved
PREFACE

The purpose of this book, "Modern Education in Europe and the Orient," is to present to the Normal School and College student a simple, clear, and comprehensive statement of what the countries treated are doing through their educational systems to better society. The method of study surveys the practical workings of the several school systems rather than the scientific principles underlying particular phases of education. It accepts and applies the familiar conclusions of the many writers who have treated extensively such topics as humanism, rationalism, realism, naturalism, individualism, etc., without making these theories prominent in the discussions. In other words, the text attempts to present each government and society at work, in the reconstruction of its passing school system to meet the changing demands of to-day and to-morrow. In this respect, the problem of each nation is shown to be the same. Out of this similarity of national conditions and the oneness of national purposes it is hoped that the student will find suggestions of things to do and not to do in the development of the educational system of his own country.

At no time in the history of society has the educational system occupied the central position in social institutions so completely as it has during the past fifty years. Each individual, each vocation, and each institution is looking to the educational system for strength and guidance.
Preface

The spirit of cooperation characterizes the work of all these nations. All institutions of society are working together for the individual and common good as never before known. Private initiative is welcomed and encouraged by the state. Through systems of state aid and standardization, private and denominational schools are coming into harmonious relations with the state systems. And by a broadening spirit of religious toleration, the state is being left free to foster phases of education that fit all types of individuals for social and economic efficiency.

Vocational education is everywhere winning its way into the curriculum to supply what the traditional subjects have never been able to give. Continuation classes and schools for adolescents and adults are multiplying in urban and rural districts. The application of science to the development of rural industries is helping to keep the rural population contented and happy and away from the city. Technical education, for the training of leaders in commercial and industrial pursuits, is stimulating the development of the resources of the nation. Closer political and commercial relations between the nations are driving them to study each other's means of training their citizens for rivalry in peaceful and martial pursuits.

The higher technical training of teachers and the fuller recognition of teaching as one of the learned professions is drawing a higher type of men and women into the work of education. The compulsory school laws that protect children from industrial exploitation and society from an uneducated and inefficient citizenship are filling up the schools and calling for an enormous expenditure of public and private funds.
Preface

The state is modifying its government so as to make more efficient the local and state control of the organization and administration of education to guarantee the greatest social returns.

These, in brief, are the problems, the movements, the methods, and the social aims, to which this text is designed to direct the interest and attention of the student of modern education.

For information about these educational systems, the author acknowledges his indebtedness to the sources named in the bibliographies listed in the text, and also to many not listed. He is likewise indebted to many professors of education and history, with whom he has discussed freely the different phases of this book.

Another valuable aid to the author has been criticisms of the manuscripts on the different systems, by prominent foreigners from these different countries, whom he has met in educational work in the United States. A year and a half, spent by the author as inspector of schools in the Southern States for the General Education Board, and eight years as instructor of College classes in the History of Education, have been of value to him in drawing comparisons between the foreign systems and that of the United States, and in adapting the treatment to class use with college students.

For those engaged in the administration of county, state, and institutional systems of education, the book should have much of interest and value.

It is with pleasure and appreciation that the author acknowledges the assistance of Dr. Paul Monroe, with whom, for a year, he was a student in the History of Education.
Preface

While the merits of the book are due to many sources, its defects are due solely to the author.

Finally, if the reader finds the book of interest and value, he is indebted to my wife, whose intelligent criticism and constant encouragement have made the completion of the work possible.

DAVID E. CLOYD

Des Moines College,
Des Moines, Iowa,
March 10, 1917.
# TABLE OF CONTENTS

## CHAPTER I
### ENGLAND


### PAGE 1

## CHAPTER II
### SCOTLAND


### PAGE 61

## CHAPTER III
### FRANCE

The Government — The Administration of Education — Specialization versus Centralization — Primary Education — Secondary Education — Types of Secondary Schools — The Baccalaureate — Girls’