

**AMERICAN EDUCATION SERIES  
GEORGE DRAYTON STRAYER,  
GENERAL EDITOR. THE TREND  
IN AMERICAN EDUCATION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649725007

American Education Series George Drayton Strayer, General Editor. The Trend in American Education by James Earl Russell

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**JAMES EARL RUSSELL**

**AMERICAN EDUCATION SERIES  
GEORGE DRAYTON STRAYER,  
GENERAL EDITOR. THE TREND  
IN AMERICAN EDUCATION**



AMERICAN EDUCATION SERIES  
GEORGE DRAYTON STRAYER, GENERAL EDITOR

# THE TREND IN AMERICAN EDUCATION

BY  
JAMES EARL RUSSELL  
DEAN OF TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY



AMERICAN BOOK COMPANY  
NEW YORK CINCINNATI CHICAGO  
BOSTON ATLANTA

AMERICAN BOOK COMPANY  
NEW YORK CINCINNATI CHICAGO  
BOSTON ATLANTA

H:

## EDITOR'S INTRODUCTION

ONE of the most significant phenomena in the development of our American democracy during the past thirty years has been the ever enlarging scope of our system of education. There has been a conscious attempt on the part of our people to realize the democratic ideal of equality of opportunity. The remarkable progress that has been made is due in no small measure to the leadership of a group of men and women who have thought and planned in advance of current practice.

During the twenty-five years which are just past Dean Russell has been responsible for the development of an educational institution which has trained leaders for our American schools from the kindergarten to the university. He has been in the position of one who has thought and planned in terms of our rapidly developing school system. His leadership would not have been recognized had he sought merely to meet the current demand. The very great respect which members of the profession have come to have for his judgment, and their confidence in his foresight are clearly evidenced by the growth and influence of the institution over which he presides.

In this volume Dean Russell records his thought concerning many of the problems which have perplexed us during the past twenty years. The papers cover a wide range of topics, and are presented here with only slight

revision and for the most part in chronological order. The reader will find, however, a unity among them determined by the author's thought with respect to the development of our American schools. One who is a member of the teaching profession will come from his perusal of the volume with a clearer understanding of the purpose of our public schools and with a renewed acceptance of the call to professional service.

GEORGE D. STRAYER

## CONTENTS

CHAPTER	PAGE
I. THE TREND IN AMERICAN EDUCATION . . . . .	9
II. THE TRAINING OF TEACHERS FOR SECONDARY SCHOOLS . . . . .	26
III. THE EDUCATIONAL VALUE OF EXAMINATIONS FOR ADMISSION TO COLLEGE . . . . .	47
IV. THE OPPORTUNITIES AND RESPONSIBILITIES OF PROFESSIONAL SERVICE . . . . .	61
V. THE CALL TO PROFESSIONAL SERVICE . . . . .	77
VI. THE SCHOOL AND INDUSTRIAL LIFE . . . . .	90
VII. PROFESSIONAL FACTORS IN THE TRAINING OF THE HIGH-SCHOOL TEACHER . . . . .	115
VIII. SPECIALISM IN EDUCATION . . . . .	140
IX. COEDUCATION IN HIGH SCHOOLS . . . . .	157
X. THE VITAL THINGS IN EDUCATION . . . . .	168
XI. SCOUTING EDUCATION . . . . .	184
XII. EDUCATION FOR DEMOCRACY . . . . .	201
XIII. THE ORGANIZATION OF TEACHERS . . . . .	215
XIV. THE UNIVERSITY AND PROFESSIONAL TRAINING . . . . .	223





## CHAPTER I

### THE TREND IN AMERICAN EDUCATION

**T**HE keynote of American life is democracy — social democracy. I say social democracy, because England is politically more democratic than the United States. On the other hand, England inherits conceptions of caste of which we know nothing. The English churchman prays to be content with that station in life in which Providence has placed him. On the other side of the water, schools for the poor are free; the rich must pay for their education. The great preparatory schools of England, as well as the venerable universities, are for gentlemen's sons, and only gentlemen are wanted in the church, at the bar, or in the army and navy.

**Beginning of education in New England.** — The founders of this republic thought it a self-evident truth that all men are created equal. The settlers of New England left the old world in search of religious freedom — to found a new home in which each might worship God in his own way. They were so intensely in earnest that they were willing to suffer for the faith, and so conscientious that they were willing also to make others suffer for differing with them.

They were stern men, those ancient fathers of New England, and they had little faith in the natural course

<sup>1</sup>A revised reprint from the EDUCATIONAL REVIEW, New York, June, 1906, used by courtesy of the publishers.

of human development. Five years after the establishment of the Massachusetts Bay Colony they founded the Boston Latin School — “younger” and more vigorous today than at any other time in its history. A letter written at the time says: “After God had carried us safely to New England, and we had builded our houses, provided necessities for our livelihood, rear’d convenient places for God’s worship, and settled the Civill Govt.: one of the next things we longed for, and looked after, was to advance learning and perpetuate it to posterity, dreading to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust.”

Next, in 1640, they founded Harvard College — also “younger” and more vigorous than at any other time in its career. Then, two years later (1642), they urged selectmen to see that parents provided for the education of all children to the extent of teaching them (1) to read, (2) to understand the principles of religion, (3) the capital laws of the colony, and (4) to engage in some suitable employment.

In 1647 the General Court of Massachusetts passed its epoch-making act providing for public instruction: “It being one chief object of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, . . . that learning may not be buried in the grave of our fathers in the Church and Commonwealth, the Lord assisting our endeavors, etc., etc. . . . It is therefore ordered” . . . that there be (1) one teacher for every fifty householders, to teach reading and writing, and (2) one