

**PUBLIC ELEMENTARY SCHOOL
CURRICULA, A COMPARATIVE
STUDY OF REPRESENTATIVE CITIES
OF THE UNITED STATES, ENGLAND,
GERMANY AND FRANCE**

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Public elementary school curricula, a comparative study of representative Cities of the United States, England, Germany and France by Bruce Ryburn Payne

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BRUCE RYBURN PAYNE

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PUBLIC ELEMENTARY SCHOOL CURRICULA

A Comparative Study of Representative Cities of
the United States, England, Germany
and France

BY

BRUCE RYBURN PAYNE, PH. D.



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PREFACE.

This study attempts to give an exact description of the subject matter and its arrangement in the curricula of public elementary schools of certain representative cities in the United States, England, Germany and France. Adherence to this definite problem led chiefly to a comparative study of the actual and relative time assigned to subjects in schools and in grades.

Hearty acknowledgment of indebtedness to the writings, lectures and personal suggestions of Dr. Nicholas Murray Butler, Dr. John Dewey, Dr. Charles McMurry, Dr. E. T. Thorndike, Dr. Paul Monroe, Dr. J. A. McVannel, and Dr. F. M. McMurry is hereby made. The influence of the thought of these gentlemen will be readily recognized in the following pages. Especially serviceable have been the suggestions of Dr. Frank M. McMurry, under whose kindly guidance the research was pursued for two years. Without his encouragement it is probable that the arduous task of collecting and organizing the material would have been abandoned before it reached its present form.

Space is not allowed for the acknowledgment of the kindness of many persons who lent valuable assistance in collecting data for this study. It would be an act of unpardonable ingratitude, however, not to record the thanks due Miss Elizabeth Baldwin, Librarian of Teachers College, whose wide experience in collecting such material made her peculiarly able to give that aid which she so ungrudgingly rendered while the source material for this study was being gathered.

The sources of information in the study of the American elementary schools were the printed syllabi of the Superintendents of Schools, supplemented and corrected, when the case demanded, by the written statements of the Superintendents themselves, to many of whom I am indebted for such kindness. The Reports of the Commissioner of Education and personal letters from him and his staff were of valuable service.

The study of the curriculum in the schools of England is much more exhaustive than that of the other countries, because so little has been printed on the subject in America that a more extensive treatment was required. Through the kindness of Mr. A. E. Twentyman, Assistant Director of Special Inquiries and Reports of the Board of Education of England, and of Dr. Thistleton Mark, Head of the Department of Education at Victoria University, Manchester, there were collected seventy-eight syllabi of educators and Inspectors of the English Government. These furnished a valuable source for research.

Among other sources of information to be mentioned are:

(1) The National Union of Teachers' edition of the Code for 1903, London; (2) Statistics of Public Elementary Schools of England for 1902-1903, Eyre & Spottswood, London; (3) The Provisional Code of Regulations for the Public Elementary Schools and Training Colleges, Eyre & Spottswood; (4) Revised Instructions applicable to the Code of 1902; (5) The Elementary Education Acts for England and Wales from 1870-1902, London, 1903; (6) Reports of the School Board of London to July, 1904.

I am indebted to Gabriel Compayré, Rector of the Academy of Lyons, France, for suggestions and references, and for a copy of the twelfth edition of his splendid contribution upon French Education, "Organisation Pédagogique, et Législation des Écoles Primaires," Paris, 1904, which has furnished valuable help in this work.

L. Bedorez, Director of Primary Instruction of the Depart-

ment of the Seine, likewise, has been ever courteous, sending reports of the schools of his department. Among them are:

(1) Ville de Paris,—Les Écoles et les Oeuvres Municipales d'Enseignement, 1871-1900; (2) Règlement des Écoles Maternelles Publiques du Département de la Seine, Paris, 1896; (3) Note sur les Établissements Publics d'Enseignement Primaire à Paris, Dec., 1903; (4) Règlement pour les Écoles Publiques, Paris, 1899; (5) Arrêté No. 4362 Conseil du Département de la Seine, 1838.

The laws which prescribe the course of instruction for the Elementary Schools and Kindergartens of France were taken from:

Plan d'Étude des Écoles Primaires Élémentaires (Collection Delalain No. 65) and from Plan d'Étude des Écoles Maternelles Publiques (Collection Delalain No. 66), both by Delalain Frères, Paris, 1904.

Acknowledgment is most gratefully made to Gymnasialdirektor Dr. Hugo Lemecke of Stettin, Prussia, who, through his experience as a German school official, was able to steer me clear of much research which otherwise would have been necessary. His tireless efforts in collecting and forwarding programs and syllabi made the present study of the curriculum of German schools possible.

Other sources are:

(1) Das öffentliche Unterrichtswesen Deutschlands in der Gegenwart von Dr. Paul Stötzner, Leipsic, 1901; (2) Grundlehrplan der Berliner Gemeindeschule, Berlin, 1902; (3) Allgemeine Bestimmungen des Ministers der geistlichen Angelegenheiten vom 15 Oktober, 1872.

Besides the foregoing primary sources, the following secondary material has been found serviceable:

(1) Special Reports on Educational Subjects, eleven volumes, compiled for the Board of Education of England, under the supervision of Michael E. Sadler, Director of Special Inquiries and Reports for Great Britain (referred to as E. R.); (2) Reports of the Commissioner of Education of the United States (referred to as C. R.); (3) The Making of Citizens,—a Study in Comparative Education, by R. E. Hughes, Scribners, 1902. This book deals minutely with the educational systems

of America, England, Germany and France; (4) Elementary Education in France, by T. H. Teegan, 1891; (5) French Schools through American Eyes, by J. R. Parsons, 1892; (6) Prussian Schools through American Eyes, by J. R. Parsons, (7) Method in the Schools of Germany, by J. T. Prince, 1891; (8) The German School System, by Levi Seeley, 1896.

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