

AMERICAN PUBLIC SCHOOLS: HISTORY AND PEDAGOGICS

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649047659

American Public Schools: History and Pedagogics by John Swett

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

JOHN SWETT

**AMERICAN PUBLIC
SCHOOLS: HISTORY
AND PEDAGOGICS**

AMERICAN
PUBLIC SCHOOLS

HISTORY AND PEDAGOGICS

BY
JOHN SWETT

*Author of "History of the Public School System of California," "Methods of Teaching,"
"Normal Word Book," and "School Elocution;" and Collaborator in
the Authorship of Swinton's Language Series, Word Book
Series, and Geography Series*



NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY

COPYRIGHT, 1900,
By JOHN SWETT.

—
AM. PUB. SER.

E-2 1

PREFACE

THIS book is intended mainly for the great body of American public school teachers, and, incidentally, for library use in normal schools or in normal departments of other institutions of learning, both public and private.

The prominence now given to American educational history by the pedagogical departments of universities has led to a similar line of study in many state normal schools. Furthermore, these historical studies have been emphasized during the past decade by a long series of able and exhaustive papers on the history of our public-school system, published in the annual reports of the United States Commissioner of Education, and in special *Bulletins of Information*.

But these reports, rich in historical treasures, reach only a small number of the five hundred thousand teachers in our country, and are not available for practical purposes in large classes of normal students. There seems to be room for a hand-book containing a series of studies on the vital points of public-school history; and also an outline of the psychological and pedagogical methods of instruction and management in American public schools. A knowledge of the history of public education in our own country is fast becoming an indispensable part of

the educational equipment of every American teacher; and it is to help along this new movement that the First Part of this book has been written.

The Second Part relates to applied pedagogics in the common schools, and treats specifically of modern courses of study in primary and grammar grades; of school management; of professional reading and study for teachers; and of common sense applied to rural schools. In this part, as in the historical part, the author has made free use of quotations from the latest writings of American educational leaders in order to show the drift of modern pedagogical and psychological thought.

JOHN SWETT.

SAN FRANCISCO, 1899.

CONTENTS

PART I. HISTORY OF AMERICAN PUBLIC SCHOOLS.

CHAP.	PAGE
I. Colonial Schools	7
II. Early American Schools	34
III. Secondary and Higher Public Education	73
IV. Public Schools after the Civil War	93
V. Common-School Courses of Study	118
VI. Studies on Common-School Text-Books	130
VII. Educational Outlook for the Twentieth Century.	164

PART II. APPLIED PEDAGOGICS IN AMERICAN PUBLIC SCHOOLS.

I. Management in School Government	173
II. Suggestions on Class-Room Management	179
III. Recitations and the Art of Using Text-Books	188
IV. Professional Reading and Study	199
V. Pedagogics Applied to Reading, Writing, Spelling, and Drawing, in Modern Graded Schools	206
VI. The Art of Teaching Language Lessons and Grammar	230
VII. Pedagogical Principles applied to Arithmetic	240

CHAP.	PAGE
VIII. Psychological Principles in Teaching Elementary History .	259
IX. Natural Methods in Teaching Geography	269
X. The Natural Method in Nature Studies	278
XI. Modern Views on Physical Culture	286
XII. Modern Training in Morals and Manners	292
XIII. Common Sense Applied to Rural Schools	303

PART I

HISTORY OF AMERICAN PUBLIC SCHOOLS

CHAPTER I

COLONIAL SCHOOLS

FOR typical studies we may begin with the four chief centers of early settlements in our country: New England, New York, Pennsylvania, and Virginia.

The Colonists at Plymouth did not open a public school until fifty years after the Pilgrim Fathers set foot on Plymouth Rock. But the little band of one hundred and two men, women, and children that came over in the *Mayflower*, at once organized a civil government, and immediately set about paying off their indebtedness to the Plymouth Company by making shipments of fish, furs, and lumber. In thirteen years the freemen of this small settlement owned their homesteads free from debt. For half a century the few children in this colony of slow growth were taught at home or in dame schools to read the catechism and the Bible; for so much instruction the Pilgrims held to be a religious duty. In due time, when children had increased in numbers, the freeholders of the town of Plymouth set up a "Latin Grammar School" of the English type (1670); and three years later (1673) they established, after the manner of the Netherlands, where the Pilgrims had sojourned for a time, a public school for teaching the children to read and write their mother