## SKETCHES FROM THE HISTORY OF EDUCATION

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Sketches from the History of Education by W. N. Hailmann

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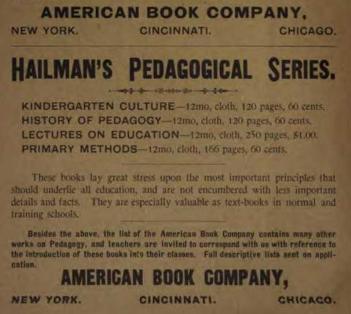
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JUNE, 1891

#### SKETCHES FROM THE

## History of Education,

— BY —

#### WMN. HAILMANN, A. M.,

Supt. La Porte, Ind., Public Schools, and author of "Lectures on the History of Pedagogy," "Object Teaching," and "Kindergarten Culture," Etc.

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#### NTRODUCTORY.

The primary function of history rent civilization and whose ideals is to record events. Subsequently, lie in the direction of the current it learns to recognize their per- ideals of his time. Thus comparasistence; to study them in the re- tively little good could come to us lation of cause and effect; to view from the study of Chinese education. them in various directions in their We might find there a few hints concontinuity, reducing many events cerning certain details or devices to one event : and, at last, it form- which it may be well to follow ; but ulates these continuities in general the attainable ideal of China, culstatements or laws. Thus it pre-minating in mere outward good be-serves the life of the past, thereby havior with barely a tinge of moralenriching and strengthening the ity, laying stress exclusively on life of the present; maintains the mediate virtues of industry and static achievements of mankind for obedience, lies in a wholly different the sake of dynamic advance; sub- direction from the True, the Beautistitutes scientific experience for ful, the Good and other infinitudes blind empiricism; assures conscious that inspire the life of occidental progress.

is equally true of the history of tertaining, but the practical edu-education. It studies the life and cator will derive from it no direct achievements of workers in the field benefit for the work in hand. of education, the drift and tendency of educational life at different times and Persia. In all of these-China, and among different peoples; ana- India and Persia-educational eflyzes whatever successes or failures forts end in perishable universals. it may find; organizes the ex- China finds her all-absorbing uniperience of time and formulates the versal in the family; India, in the results of its labors in precepts and caste; Persia, in the nation. Not maxims for the guidance of what- one lifts the eyes to the humanity ever educational work we may find and divinity of man, the ever-exto do.

work, the educator need not, how- shall we, therefore, find much ever, study indiscriminately, but to help us understand our own may confine himself to the consider- civilization and to aid us directly ation of the nations that have con- in our own educational work. tributed to the development of cur- On the other hand, Egypt pre-

nations. The study of an education What is true of history ingeneral, towards such an ideal may be en-

Similar remarks apply to India panding, imperishable universals For the practical purposes of his of occidental life. In none of these

occidental civilization. It is the is delivered by Jesus of Nazareth, to its innermost. On the nether, the image of God. earthward, human side of life these kinship and the ravages of time.

It is in the history of these nations it under one law; in Israel, taught bearing on the central principle of God, founding a true morality they indicate. In a subsequent based on duty and preparing the number of the Library of Educaway for love.

Europe led from Greek individual- teacher will be offered in a presentaism or self-law to Roman univer- tion of the life and work of "The salism or Social law. In Israel, he Great Educational Methodists, discovers a nation founded on the --Jacotot, Diesterweg and Froebel. will of God, but on the verge of

sents points of real interest. This being lost in a degenerate Roman land of mysteries occupies a pecu- nationalism to which he himself is liar place in the development of about to fall a prey. From this he birth-place of the sphynx, which the solidarity of the race is felt and "symbolizes the triumph of spirit- seen, and he reaches at last a lofty uality over sensuous naturalism." humanism whose destiny is the re-Here were formulated the questions alization of divine love, whose that have shaken the soul of man earthly ideal is humanity,-man in

For direct practical bearing on questions were solved by Greece his immediate work, however, the and Rome; on the upper, heaven- richest yield will come to the ward, divine side they were solved teacher from a study of the life of by Israel, the wonder of the post-Christian Western nations. world, which gave us, too, Jesus More particularly is this true of the of Nazareth, the God-Man, through period that was inaugurated by the whom and in whom the two Reformation. In proof of this I solutions were rescued from a offer to the reader two sketches, fatal one-sidedness and united in each illustrating one of those leadthe living bonds of a law of ing facts or principles which only love that knows not the limits of a thoughtful study of history reveals to us in their full import.

In the first of these are collated that the educator will find his first a number of facts showing that in rich harvest of facts and principles, all effective work, "Theory leads of tendencies and achievements, Practice;" in the second,"The Value which will give him light and help of Feeling," as a maker of history in his ardnous work: In Greece, in the direction of progress is por-which answered the sphynx by trayed. From their very nature pointing to man to whom it assigned these sketches take little note of as ideal the "gentleman," Kalokaga chronological considerations, ex-thos, good and beautiful; in Rome, cept in so far as the relation of cause utile et honestum, subduing nature and effect are concerned; nor do and conquering the world, bringing they deal with facts that have no tion, further illustrations of the Here we see the Aryan man of value of historical studies to the

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