HISTORY
OF
EDUCATION

BY
LEVI SEELEY, Ph.D.
PROFESSOR OF PEDAGOGY IN THE NEW JERSEY STATE NORMAL SCHOOL

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PREFACE

The importance of a knowledge of the history of education was never so fully recognized as at the present time. Normal schools and teachers' colleges give this subject a prominent place in their professional courses, superintendents require candidates for certificates to pass examination in it, and familiarity with it is an essential part of the equipment of every well-informed teacher. The history of education portrays the theories and methods of the past, warns of error and indicates established truth, shows difficulties surmounted, and encourages the teacher of to-day by examples of heroism and consecration on the part of educators whose labors for their fellow-men we discuss. To the teacher this study is a constant help in the schoolroom, the trials of which are met with the added strength and inspiration from contact with great teachers of the past.

No text-book can be said to contain the last word upon any subject. Least of all can such a claim be made for a history of education, which aims to trace the intellectual development of the human race and to indicate the means and processes of that evolution. Any individuals or factors materially contributing thereto deserve a place in educational history. As to which of these factors is the most important, that is a question of choice, upon which, doubtless, many will differ with the author. Some educators, whose claims to consideration are unquestioned, have been
REVISED EDITIONS

Three revisions of this book have been made. The first of these corrected some minor errors and noted changes that had taken place in the English and French systems. In the second revision brief sketches of the Sophists, Plutarch, Marcus Aurelius, Rollin, and Jacotot were added, while in an Appendix the National Education Association, the Herbartian Movement, Child Study, Manual Training, and other topics were treated.

At the suggestion of numerous teachers and on account of the continued interest in this book, a third and more extended revision is undertaken. Education in China has undergone a wonderful change in connection with the political upheaval and modernizing tendencies in that great nation. Educational development in other countries has also been somewhat marked, and I have sought to present the principal changes. A brief study of our own early education has been added in order to bring the history of education down to date in America as well as in other countries. Recent educational movements are presented in a separate chapter rather than as an appendix. Among other topics added are a discussion of “Agriculture in the Schools,” “Continuation Schools,” “Medical Inspection,” “The Certificating of Teachers,” “Supervision,” and the “Montessori Method.” Minor changes throughout the book, including late educational statistics, will tend to bring it down to date. The general plan of the book remains unchanged, as it is believed to be sound pedagogically and well suited to the needs of Normal Schools, Training Classes, Reading Circles, and teachers who can devote only a limited time to this subject. It is hoped that these improvements will be a further aid and stimulus to all students of the history of education.

L. S.

TABLE OF CONTENTS

CHAPTER I

| INTRODUCTION .................................................................................................................. 15 |
| 1. Purpose of the history of education. 2. Plan of study. 3. The study of great educators. 4. Modern systems of education. 5. General outline. |

CHAPTER II

| CHINA .......................................................................................................................... 20 |

CHAPTER III

| INDIA ......................................................................................................................... 33 |

CHAPTER IV

| PERSIA ....................................................................................................................... 40 |

CHAPTER V

| THE JEWS ................................................................................................................... 44 |
Of course each teacher will modify this outline to suit his own ideals. Such notebook will be found to be of value not only in review, but also in fixing the subject-matter in the mind of the student.

It is generally conceded that the plan of an historical work should be based upon the evolution of civilization. In common with other recent writers on educational history, the author accepts the general plan of Karl Schmidt in his "Geschichte der Pädagogik," the most comprehensive work on this subject that has yet appeared. But the specific plan, which involves the most important and vital characteristics of this book, is the author's own. The details of this specific plan embrace a study of the history and environment, of the internal, social, political, and religious conditions of the people, without which there can be no accurate conception of their education.

Our civilization had its inception in that of ancient Egypt, and thence its logical development must be traced. If desirable the teacher can omit the chapters on China, India, Persia, and Israel. It will be found, however, that the lessons taught by these countries, though negative in character, are intensely interesting to students, and most instructive and impressive. These countries are also admirably illustrative of the plan employed in the book, and thereby prepare the way for later work. That plan is more fully set forth in the Introduction, a careful study of which is recommended to both teacher and student.

The author wishes to acknowledge his appreciation of the valuable assistance in the preparation of this volume rendered by Dr. Elias F. Carr of the New Jersey Normal School, and Professor W. J. Morrison of the Brooklyn Training School for Teachers.

LEVI SEELEY.
TABLE OF CONTENTS

CHAPTER VI

EGYPT ........................................ 50
1. Geography and history. 2. The caste system. 3. The home.
4. Education. 5. Criticism of Egyptian education. 6. General
summary of oriental education.

CHAPTER VII

GREECE .......................................... 57
1. Geography and history. 2. Manners and customs. 3. The
Olympian games.

CHAPTER VIII

ATHENS ........................................... 60
1. Historical. 2. The difference in spirit between Athens and
Sparta. 3. The home. 4. Education. 5. The Sophists. 6. Criti-
cism of Athenian education.

CHAPTER IX

ATHENIAN EDUCATORS ......................... 65
1. Socrates,—life, method, death. 2. Plato,—life, his "Repub-
lic," scheme and aim of education. 3. Aristotle,—life, pedagogy,
estimate of him.

CHAPTER X

SPARTA ........................................... 72
1. Historical. 2. The home. 3. Education. 4. Criticism of
Spartan education. 5. Lycurgus. 6. Pythagoras.

CHAPTER XI

ROME ............................................ 78
1. The Age of Augustus. 2. Geography and history. 3. The
home. 4. Education,—elementary, secondary, higher. 5. Criti-
cism of Roman education.

CHAPTER XII

ROMAN EDUCATORS ............................. 85
1. Cicero,—life, philosophy, pedagogy. 2. Seneca,—the teacher
of Nero, great orator, writer, etc., pedagogical writings. 3. Quin-
tilian,—his school, his "Institutes of Oratory," pedagogical prin-
ciples. 4. Plutarch and Marcus Aurelius.

CHAPTER XIII

CHRISTIAN EDUCATION — INTRODUCTION ........ 93
1. General view. 2. New principles introduced by Christianity.
3. Importance of the individual. 4. Obstacles which the early
Christians had to meet. 5. Slow growth of Christian education.

CHAPTER XIV

THE GREAT TEACHER ........................... 100
1. Life and character. 2. Impression which Christ made. 3. His
work as a teacher. 4. An example of pedagogical practice.

CHAPTER XV

GENERAL VIEW OF THE FIRST PERIOD OF CHRISTIAN EDUCATION .... 105
1. The period covered. 2. The connection of the Church with
education. 3. The monasteries. 4. Influence of the crusades.
5. Of the Teutonic peoples.

CHAPTER XVI

THE FIRST CHRISTIAN SCHOOLS ................ 108
1. The catechumen schools. 2. Chrysostom. 3. Basil the
Great. 4. The catechetical schools. 5. Clement of Alexandria.
6. Origen.

CHAPTER XVII

CONFLICT BETWEEN PAGAN AND CHRISTIAN EDUCATION .......... 115
4. Augustine's pedagogy.

CHAPTER XVIII

MONASTIC EDUCATION ........................ 120
1. Monasteries. 2. The Benedictines. 3. The seven liberal arts.
4. Summary of benefits conferred by the monasteries.

CHAPTER XIX

SCHOLASTICISM ................................ 125
1. Its character. 2. Its influence. 3. Summary of its benefits.
CHAPTER XX

CHARLEMAGNE
3. General educational plans. 4. Summary of Charlemagne's work.

CHAPTER XXI

ALFRED THE GREAT
1. History and character. 2. Educational work.

CHAPTER XXII

FEUDAL EDUCATION
1. Character of the knights. 2. Three periods into which their education was divided. 3. Education of women. 4. Criticism of feudal education.

CHAPTER XXIII

THE CRUSADES AS AN EDUCATIONAL MOVEMENT
1. Causes of the crusades. 2. The most important crusades. 3. Summary of their educational value.

CHAPTER XXIV

THE RISE OF THE UNIVERSITIES
1. What led to their establishment. 2. The most important early universities. 3. Their privileges. 4. Their influence.

CHAPTER XXV

MOHAMMEDAN EDUCATION
1. History of Mohammedanism. 2. The five Moslem precepts.
3. Education. 4. What the Mohammedans accomplished for science. 5. General summary of education during the Middle Ages.

CHAPTER XXVI

THE RENAISSANCE
1. The great revival. 2. Principles proclaimed. 3. The movement in Italy. 4. In Germany. 5. Summary of the benefits of the Renaissance to education.
## TABLE OF CONTENTS

### CHAPTER XXXIII
**Educators of the Seventeenth Century**

### CHAPTER XXXIV
**Francke and the Pietists**
- 1. Pietism. 2. Francke. 3. The Institutions at Halle. 4. The training of teachers. 5. The Real-school.

### CHAPTER XXXV
**General View of the Eighteenth and Nineteenth Centuries**
- 1. The abolition of slavery. 2. The extension of political rights. 3. Science as an instrument of civilization. 4. Religious freedom.

### CHAPTER XXXVI
**Modern Educators — Rousseau**
- 1. Life. 2. Pedagogy. 3. The “Émile.”

### CHAPTER XXXVII
**Modern Educators — Basedow**
- 1. Life. 2. The Philanthropin. 3. Writings. 4. Jacotot.

### CHAPTER XXXVIII
**Modern Educators — Pestalozzi**

### CHAPTER XXXIX
**Modern Educators — Froebel**
- 1. Life. 2. As teacher. 3. His first school. 4. The kindergarten. 5. The “Education of Man.”

### CHAPTER XL
**Modern Educators — Herbart**
- 1. Life. 2. Experience as a tutor. 3. As a university professor. 4. His practice school in the university. 5. Writings. 6. His pedagogical work. 7. Work of modern Herbartians.

### CHAPTER XLI
**Modern Educators — Horace Mann**
- 1. Life. 2. Work as a statesman. 3. As an educator. 4. His Seventh Annual Report. 5. Love for the common schools.

### CHAPTER XLII
**The School System of Germany**
- 1. Administration. 2. School attendance. 3. The schools. 4. Support of schools. 5. The teachers.

### CHAPTER XLIII
**The School System of France**
- 1. Administration. 2. School attendance. 3. The schools. 4. Support of schools. 5. The teachers.

### CHAPTER XLIV
**The School System of England**
- 1. Administration. 2. School attendance. 3. The schools. 4. Support of schools. 5. The teachers.

### CHAPTER XLV
**The School System of the United States**
## CONTENTS

**CHAPTER XLVI**

**Brief Survey of American Educational History**


**CHAPTER XLVII**

**Recent Educational Movements**


## HISTORY OF EDUCATION

### CHAPTER I

**Introduction**

The history of education begins with the childhood of the race, and traces its intellectual development step by step to the present time. As such history is academic in character, and furnishes information concerning the educational systems, methods, theories, and practices of the past, it should be placed early in the professional pedagogical course, to serve as the foundation for an improved educational science which profits by the experience of mankind. The history of education presents many of the great problems that have interested thoughtful men, shows how some of these have been solved, and points the way to the solution of others. It studies educational systems, selecting the good, and rejecting the bad, and introducing the student directly to the pedagogical questions that have influenced the world. For these reasons, the study of education should begin with its history.

Karl Schmidt says: "The history of the world is the history of the development of the human soul. The manner of this development is the same in the race as in the individual; the same law, because the same divine thought, rules in the individual, in a people, and in humanity. Humanity has, as the individual, its stages of progress,
and it unfolds itself in them. The individual as a child is not a rational being; he becomes rational. The child has not yet the mastery over himself, but his environment is his master; he belongs not to himself, but to his surroundings. The oriental peoples are the child of humanity. . . . Classical antiquity represents the period of youth in the history of the world. . . . Christ is the type of perfected manhood. The history of the individual reflects and repeats the history of humanity, just as the history of humanity is a reflection of the history of the Cosmos, and the history of the Cosmos is an image of the life of God; all history, be it that of humanity or of the individual, of the starry heavens, or of the earth, is development of life toward God." "Where there is development, there is progress. Progress in history is only the more visible, audible, perceptible embodiment of God in humanity."¹

In the study of the education of a people it is necessary first to become acquainted with their social, political, and religious life. To this end a knowledge of the geography and history of their country is often essential, because of the influence of climate, occupation, and environment, in shaping the character of a people. Examples of this influence are not wanting. The peculiar position of the Persians, surrounded on all sides by enemies, required a martial education as a preparation for defensive and offensive measures. Physical education was dominant among the Spartans, because of serfdom which involved the absolute control of the many by the few. No less striking are the effects of physical conditions upon all peoples in stimulating mental activity and in developing moral life, both of which processes are essential to true education. The intellectual product of the temperate zone differs from that of the torrid zone, the product of the country from that of the large city. For these reasons stress is here laid upon the geographical and historical conditions of the peoples considered.

For the same purpose we must study the home and the family, the foundations upon which the educational structure is built. The ancient Jew looked upon children as the gift of God, thereby teaching the great lesson of the divine mission of children and of the parents' responsibility for their welfare. This race has never neglected the home education, even when it became necessary to establish the school. The family was the nursery of education, and only when diversified duties made it no longer possible to train the children properly in the home was the school established. Even then the purpose of the school was but to give expression to demands which the home created. The spirit and purpose of the education of a people can be understood only when the discipline, the ideals, and the religion of the home are understood.

When we have learned the environment of a people, we are ready to study their elementary education. This takes us into the schoolroom, introduces us to the place where the school is held, indicates the course of study pursued, the discipline, methods of instruction, spirit and training of the teacher, as well as the results obtained. After this we are ready to consider the higher education, which completes the system and measures its efficiency.

Another task demanded of the student is to draw lessons from the educational systems studied, to note what can be applied to modern conditions, and to avoid the errors of the past. The product of a method, as shown in the character of the people pursuing it, is of great interest in estimating the value of a scheme of education.

Great movements have often been the outcome of the teachings of some individual who, inspired by a new idea, has consecrated his life to it. Through such men the world receives new and mighty impulses toward its enlightenment, civilization takes vast strides in its development, and man approaches nearer his final emancipation. Confucius, Socrates, Augustine, Charlemagne, Luther, Bacon, Comenius, Pestalozzi, Froebel, are names that suggest the uplifting of humanity and the betterment of the world. The study of the lives of these men, of their victories and their defeats, cannot fail to be an encouragement and a suggestive lesson to teachers of all lands and all times. The history of education must therefore consider the biographies of such men as well as their theories and their teachings.

Finally, modern systems of education are the outgrowth of the experiences of the past. They represent the results attained and indicate present educational conditions. Nothing can better summarize the total development reached, or better suggest lines of future progress than a comparative discussion of the leading school systems of the world. The last chapters of this book, therefore, are devoted to a study of the school systems of Germany, France, England, and America. These are typical, each being suggestive of certain phases of education, while one of them has largely influenced the education of several other countries. Each furnishes lessons valuable to the student of history. Although many practices in other countries may not be applicable to our conditions, the broad-minded, genuine patriot will not refuse to accept sound principles and good methods from whatever source derived.

It must not be forgotten that there is a vital distinction between Education and Schooling. Education takes into account all those forces which enter into the civilization and elevation of man, whether it be the home, the school, the state, the church, the influences of environment, or all these combined. It is a continuous process which begins at birth and ceases only at the end of life. By schooling we mean the educative process which is carried on during a limited period of the child’s life under the guidance of teachers.

The school is a product of civilization. It became necessary because of the division of labor caused by the multiplication of the interests of mankind which made it impossible for the home to continue wholly to care for the training of its children. The history of education must not merely treat of the development of the school, but it must consider education in its broader meaning; that is, as a history of civilization. For this reason some of the great educators of the world who have not been school teachers, must receive consideration.