



Public Education in the United States: A Study and Interpretation of American Educational History, an Introductory Textbook Dealing With the Larger ... Historical Development (Classic Reprint)

Ellwood P. Cubberley

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Excerpt from Public Education in the United States: A Study and Interpretation of American Educational History, an Introductory Textbook Dealing With the Larger Problems of Present-Day, Education in the Light of Their Historical Development

The history of education as an introductory subject for students in normal schools and colleges has recently received much criticism, largely because it has, as usually written and taught, had so little relation to present-day problems in education, and because it has failed to "function," to use a common expression, in orienting the prospective teacher. The truth of such criticisms was brought out forcibly by a recent study which showed that, of the dozen most commonly used textbooks, only three gave as much as twenty-five per cent of their space to the developments of the past fifty years; that most of them devoted the great bulk of their space to ancient and mediæval education and European development; that most of them were cyclopædic in character, and seemed constructed on the old fact-theory-of-knowledge basis; that only two or three attempted to relate the history they presented to present-day problems in instruction; that only one made any real connection between the study of the history of education and the institutional efforts of the State in the matter of training; and that practically none treated the history of education in the light of either the recent important advances in educational practice and procedure or the great social, political, and industrial changes which have given the recent marked expansion of state educational effort its entire meaning.

That the history of education, as usually taught, needs reorganizing, there can be little question. That for beginners, at least, much old subject-matter should be eliminated and much new subject-matter added, also seems to be accepted without much question. That it is too valuable a subject to lose entirely also seems to most teachers to be true.

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Katherine Clark:

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Carl Melton:

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Carolyn Cook:

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