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FOREWORD.

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The General Assembly which meets in Kansas City next May is to be an Educational Assembly. This number of the UNION SEMINARY REVIEW is an Educational Number. During the next two or three months the Missionary Survey and the weekly Church papers propose to devote much space to the consideration of educational problems. These are all indications of what we believe to be an unprecedented quickening of interest among our ministers and the people in the fundamental and vital work of Christian Education.

This awakening comes none too soon. The Presbyterian Church was once the greatest educational force in this country. She is still a great educational factor, but she has lost her primacy. Other denominations have of late outstripped her. We rejoice in their progress, but it is to our discredit that latterly we have not shown equal wisdom, zeal and enterprise. We have forfeited the leading place in education which was once indisputably ours. We have not even kept abreast of some of our sister churches. We have made some progress, but relatively we have fallen behind.

That the Presbyterian Church should bring up the rear of the procession in educational work is an anomaly not to be endured. Her place is at the head of the column. We, therefore, welcome the signs of the awakening of our people on this

THE PLACE OF THE ACADEMY IN THE EDUCATION OF TO-DAY.

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The academy is not a dead organ in our educational system, nor is it a useless appendix that may soon be lopped off. The call for this paper, however, presupposes that there is some question about this. Many believe that the end of the private secondary school is near, and that the rapid development of the public high school will effectively place all secondary education in this country in the hands of the State. It is the purpose of this paper to examine conditions carefully in the educational field and discover if possible the function, if there be one, of the private secondary school. Necessarily, much will have to be said about the public school system. Let it be understood that the writer is in no sense an antagonist of the State's educational work. He neither makes a fetish of it on the one hand, nor fails to appreciate its demerits on the other. The problem involved here must be approached through the public high school and he hopes to do it in a fair-minded and frank way.

There are three well defined periods of progress in the system of education as we have it in this country; four if we add the professional and technical stage at the end. They are these: the elementary or grammar grades, taking the pupil through the eighth grade, and embracing the first twelve or fourteen years of the child's life; second, the secondary stage, known as the high school period, covering four years and ending with an average age of 16 or 18 in the eleventh grade, which is supposed to be sufficient preparation for college; third, the college period, during which time the four standard years of college or academic work are done. The second period is the only one with which we are concerned. The work of the academy belongs strictly to this period. The name will be used as applicable to the preparatory school for boys, for the reason that usage has so limited it, although the great majority of our so-called colleges for

girls are really academies as here described, and the conclusions reached will apply equally as well to our schools for girls.

The development of secondary education in the United States has been through the Latin grammar school, the academy, and the public high school, in the order named. The first Latin grammar school was founded in 1635 at Cambridge, Mass. It fitted for college solely, charged for tuition, taught principally Latin and Greek, was a school for the few, and was never popular. It had its origin in English soil. It flourished during colonial days. Popular demand made another type a necessity. Benjamin Franklin founded the first academy in Philadelphia in 1751, which later grew into the University of Pennsylvania. This type flourished during the revolutionary period and until 1850, at which time it was in its zenith. The curriculum was broadened to fit for life as well as to prepare for college; its purpose was to present a larger range of subjects than the grammar school, which would be of more direct use in the social, industrial, and business life of the people. The religious spirit was dominant. It represented the spirit of non-conformity in its organization and development. Soon the academies came to be rivals of both grammar schools and colleges. For a while they struck a popular chord, and did more than anything else to pave the way for popular education, the effect of which is so evident to-day. But their private control, and restrictions of fees kept them from filling a universal need. The cry for free education at public cost became insistent. The first high school supported by public taxation was founded in Boston in 1821. The academy gradually became exclusive, and its function that of fitting for college. The grammar school ceased to exist. At first the public high school grew slowly. Even in 1860 there were only about 40 in the United States. There were more than 6,000 academies at this time, so great was their hold upon the public. With the rise of the high school they lost ground because they were close corporations and expensive. Many of them became public schools, some of them colleges, more died. The rise of the public high school was inevitable, and is one of the most remarkable phenomena of this age. The following table will illustrate this by comparison with the academy:

	PUBLIC HIGH SCHOOLS		PRIVATE ACADEMIES	
	Schools	Students	Schools	Students
1889-90.....	2,526	202,963	1,632	94,931
1911-12.....	11,224	1,105,360	2,044	141,467

In other words the public high schools increased in enrollment about 400 per cent. during this period of twenty-three years, while the academies increased only about fifty per cent.

Another view of the relative increase and decrease of secondary schools is obtained by the next table:

	Per Cent. Schools Public	Per Cent. Schools Private	Per Cent. Students Public	Per Cent. Students Private
1889-90.....	60.75	39.25	68.13	36.87
1911-12.....	84.59	15.41	88.65	11.35

To-day practically ninety per cent. of all secondary school students in the United States are enrolled in the public high schools, and the remaining 10 per cent. are divided among the strictly private and the denominational academies. Of the private schools in the United States thirty-six per cent. are non-sectarian as classed by the Government, and sixty-four per cent. are denominational. In the territory of the Southern Presbyterian Church are 444 denominational secondary schools for boys and girls. They are divided as follows: 156 Roman Catholic, 80 Baptist, and 44 Presbyterian, the remaining scattering. It must be remembered, however, that the Government does not report all private schools, for the reason that reports from this class are harder to secure than from public schools.

Based upon data of this kind the cry is raised often and from many quarters that the academy is fast passing out. But another comparison is always omitted. The writer stumbled accidentally upon data that shows not a relative but an absolute growth of the two schools that are being compared. No mention is made of this in the articles written or addresses made. The best test to make is one of proportion to population. The

following is taken from the Report of the Commissioner of Education, U. S. 1910, Vol. II: in 1889 there were 3,600 secondary school students to the million of population in the public schools, and 2,300 in the private; in 1910 there were 12,300 to the million in the public and 2,100 to the million in the private secondary schools. There has been an upward tendency in the private school as shown by the government reports since 1909, and it is safe to say that the private school in 1912 has at least 2,300 to the million, or what it had in 1889, when data first became available. This means, if it indicates anything at all that *the public high school is not growing at the expense of the academy*. The academy has certainly been holding its own. The enormous tide of immigration into this country explains in some measure the growth of the public high school. But with it all, it must be admitted, that in view of the development going on, the school consolidation movement, the agricultural high school movement, the large sums expended for equipment in every State, and the growing demand for education for everybody at public expense, the great majority of the children of the United States will continue to be trained in the public schools.

This being true then, what is the function of the public school? Does its work leave anything undone for another type? Is there a place for the private school? The aim of popular education to-day is the greatest good to the greatest number—the effort to make better wage earners. Its cry is for better citizenship; it has much to say about a living. It is a bread and butter proposition. Ninety-five per cent. of those the public undertakes to teach from the elementary grades up never get to college. The High School is called “the people’s college.” It is the great crucible into which is poured all the heterogeneous admixture common to America to-day, out of which is hoped to develop the American citizen of to-morrow. It takes the Hungarian, the Italian, the Swede, the American, the Jew, the Catholic, the Protestant, the weak and the strong from every home and undertakes to mould them into one form. Round pegs must fit square holes. The system is necessarily mechanical, and incapable of fine adjustments for individual wants.

It could not be otherwise. Notwithstanding this, its results are perfectly marvelous.

But there are some elements of weakness about it which, while they are unavoidable, seem, at least to the writer, to afford a reason for the existence of the private academy. Some of these weaknesses will never be overcome, if the purpose is adhered to, to educate every child. Prof. C. O. Davis, of the University of Michigan, who is certainly not an unsympathetic antagonist of the public high school, draws up the following bill of indictment against it:

"The curriculum is overcrowded; there is duplication and waste in its administration; there is little correlation of subject matter; exaggerated attention is given to unessential and impractical topics; many topics have no place in the curriculum; pupils are overworked; the course of study is inflexible; individual tastes and capacities are not rightly considered; discipline is not suited to the stage of development of the pupil; teachers are improperly equipped; insufficient attention is paid to retarded pupils and to those of superior ability; the whole system is over-mechanized."

President Pritchett of the Carnegie Foundation, who is assuredly not prejudiced against the system of State education, has this to say of the high school:

"The high school student gains a superficial knowledge of many subjects and learns none with thoroughness. He lacks the hard fibre of intellectual discipline—and the serious indictment against the secondary school system to-day is that its graduates do not acquire either discipline or power."

There are a few inherent weaknesses that must be mentioned in detail. First, the public school has control over its students for only a few hours a day. With the lack of discipline in the average home, none at school, save a few hours per day, the open motion picture show with all its attractions, the tango, bunny hug, etc., of modern life, it is impossible to train with any degree of satisfaction many of the young people who are to-day in the public schools. If the constant control and contact of a strong personality is lost in the education of any boy

he has missed the best part of his education. Many parents appreciate this and are forced to look beyond their surroundings for a place to educate their children. This class will never grow smaller. Second, the unusually bright boy or the retarded boy finds himself out of place in the public high school for the reason that the curriculum is based upon the average, and why the individual is not an average, either plus or minus, is not the business of the public school. It cannot meet his wants and makes no effort to do so. Every academy has students of this type. A bright boy can get ready for college sooner than the high school can prepare him; the retarded boy gets the individual attention that a small school alone is able to give. Third, the teaching force of practically all high schools save their heads, are women. Good as they may be (many are inferior as teachers) they are out of place in training the boy during his adolescent period. Dr. Sachs, the Professor of Secondary Education in Columbia University, says of this: "In this matter of predominance of women teachers in our school system, we are face to face with a situation, the seriousness of which cannot be overestimated. The relation of a boy to a female teacher may be one of instinctive courtesy, but he does not seek her advice in the difficulties incidental to adolescence. The success of the best type of private schools rests upon a recognition of these conditions." Many parents appreciate this, and look to the private academy as a help in tiding their boys through this critical period. Fourth, the public school system is necessarily committed to co-education. And without discussing the merits or demerits of the plan, it is a fact that many parents find it essential to place their children in segregated schools. There is no reason to believe that this class will ever diminish. The following tables will help us to understand the relation of the two types of schools that are compared:

SEGREGATED SECONDARY SCHOOLS IN THE U. S. 1912

	Schools For Boys	Schools For Girls	Total	Enroll- ment	Teachers to a School	Students to a School	Students to a Teacher
Public...	35	26	61	69,152	4.6	98.5	21.3
Private...	423	749	1,172	77,791	6.1	69.2	11.4

SECONDARY CO-EDUCATIONAL SCHOOLS IN THE U. S. 1912

	Schools	Students
Public.....	11,163	1,036,208
Private.....	872	63,676

In a few large cities they are segregating the public high schools, but in the main all the children who receive secondary education in the public schools will continue to get it in co-educational institutions. The private school is about the only place where education can be had in segregated institutions.

The writer sent out a questionnaire recently to the leading preparatory schools of the South seeking to determine what percentage of the students of such schools had at home high school facilities within their reach. It is found that only from three to five per cent. of the students of preparatory schools have had to leave home for lack of a school near by. In other words, almost every student in the academies represents either some sort of failure or inadequacy on the part of the public high school, to meet his needs, or his failure to adapt himself to its system. Only the small percentage mentioned comes from isolated rural sections. *There is then no reason for growing nervous or excited over the growth of the public high school.*

There are several classes that will always find a school like the academy a necessity. First, those who object for reasons sufficient to themselves to the mixed and foreign elements in the average high school. It is charged that this policy begets snobbishness and is undemocratic. The fact is that there is no more democratic institution in the world than the average, well managed academy for boys. Every boy meets the sharp competition of his fellows at elbow touch and stands on his own merits. The private school is now on the increase around the centers of population. This is significant. Second, there are a

growing number of homes under the changing social and industrial conditions of our life that find it impossible to train or control a boy or girl after they have reached the age of adolescence. The father, away on business, the mother, absorbed with social duties, and being herself a product of a home without the old time discipline, both find that a good boarding school is their only solution. To be sure, this is not as it ought to be. It is a sad commentary on the average home. But we face conditions not theories. The experience of the writer is that the greater majority of students with which he has had to deal have been helped by being removed from their home surroundings to the discipline exercised by strong men. Third, the boarding academy is about the only place to be found for the guardian who has the training of an orphan child, or for the boy of divorced parents. Every academy has both of these types in it. The public high school for obvious reasons could not meet the need of a boy without a home. Fourth, a larger class than any of those mentioned, are those who for various reasons fail to make good at home. It may be a case of infatuation, bad companions, inferior discipline among the teachers of the high school, or a number of reasons. Many parents find it essential to get their boys out of their local surroundings to save them. Under the proper restraints and with the inspiration of good teachers they straighten out and develop along normal lines into strong men. But every community has them; they walk every street. The academy is a boon to the parents of such boys. Fifth, another class are those who drop out of the public school, perhaps driven out by the necessity for work, or for other reasons, and later wake up to their need for more training. Their companions have gone on, and smaller children are now where they left off. Obviously the high school is uncongenial, and the academy is the only resort. Sixth, another class still to whom the academy offers the solution of their problem, are those small boys, too young to commit to the freedom of college life, who have already finished the high school. We have many of them for one year, just before their entrance upon college life, and the academy helps to bridge the gap between home and college, the graveyard of many parents' hope.

Seventh, should be named the recruits the Church has for the ministry. The academy is the only place to send them for secondary education. Nearly all of them come from the country communities and rural sections, many of them belonging to that class who have allowed their companions to pass on and to whom the high school is uncongenial. Further, the church feels that the healthy moral and religious spirit that pervades the life of the academy is the best place for the candidate. It is a fact that about one-half of one per cent. of our candidates for the ministry come through the public school system. The academy has for a long time been looked upon as the best recruiting ground that the Church possesses for her ministerial candidates. From this point of view the academy is a necessity to the Church, and this feature cannot be too strongly stressed. For example, one little academy in Mississippi during its history has sent more boys into the ministry than all the public high schools perhaps of the entire South, for the same period.

It is necessary at this point to consider the fatal weakness of the public school system—namely its lack of moral and religious training. The Bible as a book has been outlawed in some States by their Supreme Courts and others will follow. The tendency to rule it out will increase rather than decrease. If the foundation in religion and morals is not laid before a boy passes out of his adolescence, the chance is that he has been lost to the Church. The Sunday School cannot do the work needed; the home is failing; the public high school is in danger of becoming the unconscious teacher of infidelity, skepticism, and unbelief by its negative attitude alone. Every educator knows that the fullest education embraces every normal capacity of the mind. Religion is a normal capacity, but the public school is barred from such a training. It leaves moral training to the home, and the many homes have none; it leaves physical training to the child and the child does not know self control; it centers on the intellectual, and the result is that the overwhelming mass of the children in the public schools of America are being trained in the most lop-sided way, without any conception of their relation to their fellow-men and their God. *The*

academy is the only place for those who desire their children to have a completed education. The evidence is abundant that their numbers are growing. This reason alone would justify the existence of the academy if none other could be found.

The function of the academy now becomes clear. All of the facts herein gathered and related in the comparison of the two types of schools make it evident that *the function of the academy should be supplemental to the high school and not competitive.* It should do the work along a narrow margin that the State cannot do. There would be no place for the academy if the majority were alone to be considered. But there is a respectable minority of ten per cent. who are not in the high schools of the country and who might be, but who find it profitable and wise not to be. There is ample room here for a goodly number of well equipped academies that count character as the supreme thing but discount scholarship in no wise. This suggests what seems to the writer to be the greatest danger the academy of the future faces. It may come to be looked upon and allow itself to be considered as the dumping ground for the "culls" from the high schools of the country. It must assume often a position, "*in loco parentis*," but in doing this it may be driven unconsciously into discounting scholarship and forfeit its claim of producing the best type of training to be found in our universities and colleges. In fact, already it is being argued in many quarters that the high school is sending the best type to the colleges. Recent investigations at Harvard and Chicago would seem to indicate that the high school trained class are taking off more than their share of college honors. The academy must produce results. Efficiency is the cry of the day. It is being tested more than ever in its history. The weaker ones must ultimately go to the wall, leaving here and there two types. One the high-priced, private school with large capital, and the other the endowed Church academy that appeals to the larger middle class for a patronage the high school cannot satisfy.

Adjustments and readjustments may be necessary. The field of education is one of the most shifting fields of human endeavor. Every teaching fad that starts in any cracked brain finds a ready response among a certain class of public school men. Condi-

tions are constantly changing. In the beginning of the high school era the emphasis was placed on fitting for life. Gradually a change was brought about and the emphasis was being placed on fitting for college, until a halt was called. They are going mad now on vocational subjects. In the mean time the academy has had to play hide and seek to keep itself from being run over. We mean this, the academy has not been able to pursue one policy alone through all its history. It has had to supplement the high school, and will have to continue to readjust itself within narrow limits so as to provide either for college or for life and do the work the high school cannot do. Therefore this answers the question as to the ideal academy. Certainly not one that teaches the classics alone. It must offer enough variety to do its real part by the boy that the high school was unable to train. This calls for manual training for example, for its educational value, and every academy ought to have its shop. There are some boys that ought not to try to study Latin and Greek. Heretical? No, eyes open!

Out of all this investigation and discussion the writer comes to this conclusion: *the field of secondary education affords the Church its greatest opportunity for educational work.* There are three stages of educational progress mentioned in the beginning: The first, the elementary, must be turned over absolutely to the State because the home is the place for the small child. The Church does not care to enter here. The third, the collegiate, is divided with the State in the sharpest sort of competition with the latter gaining the mastery. The Church college faces its doom unless it is handsomely endowed. Its curriculum must be as high, its courses as varied, its teaching force as strong as that of the State or it cannot hold its patronage. This means large endowments. *The second stage, the secondary, is the only field where there is no competition with the State* if the conclusions reached above are warranted. The Church should occupy this ground, though narrow, but wide enough for a large effort, by fortifying the academies it now has and converting some of its weak and struggling colleges into secondary schools. *There should not be another college established.* Those we now have that are essential should be endowed adequately. If we possess

the grace and sense to lay hold of this, the only available and open territory for educational work, and plant at strategic places academies with small endowments and first-class equipment, we will never want for patronage and will have the youth of our Church in its most attractive and plastic period. There is no place from which the Church can get as full and rich returns for a small amount of money invested as it can in the modestly endowed academy. Let our boys pass into the State colleges if they must, but give them four years in their adolescent period in a preparatory school under a godly set of men and we can feel sure of their future. There the young manhood and womanhood of our Church will gain impressions of life and receive impulses for good that will direct them toward the Perfect Goal in every walk of life where Christian citizenship is needed.

The time has come for a broad visioned statesmanship in shaping a policy of education for our Church. This is one of great problems and we must meet it if we expect to do aggressive work in the kingdom of our Lord. This paper is prepared in the humble hope that it may be a small contribution towards that end.