

**THE PRIVILEGE OF
EDUCATION; A HISTORY
OF ITS EXTENSION**

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The Privilege of Education; A History of Its Extension by George L. Jackson

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A HISTORY OF ITS EXTENSION

BY

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FOREWORD

HISTORY shows that educational privilege has depended upon the conception that some natures and some pursuits have been thought much more worthy than others. "Nature," says Aristotle, "endeavors to make the bodies of free-men and slaves different; the latter strong for necessary use; the former erect and useless for such operations, but useful for political life. . . . It is evident, then, that by nature some men are free, others slaves, and that in the case of the latter, slavery is both beneficial and just. . . . Instruction . . . is plainly powerless to turn the mass of men to nobility and goodness. For it is not in their nature to be guided by reverence, but by fear, nor to abstain from low things because they are disgraceful, but because they entail punishment."

The masses according to ancient social and political theories, were to be governed, to be manipulated, to be the source of supplies. They had no need for instruction but rather to become habituated to such coercive controls as should impress upon them the power and worth of those who governed.

The status of women in ancient times was much

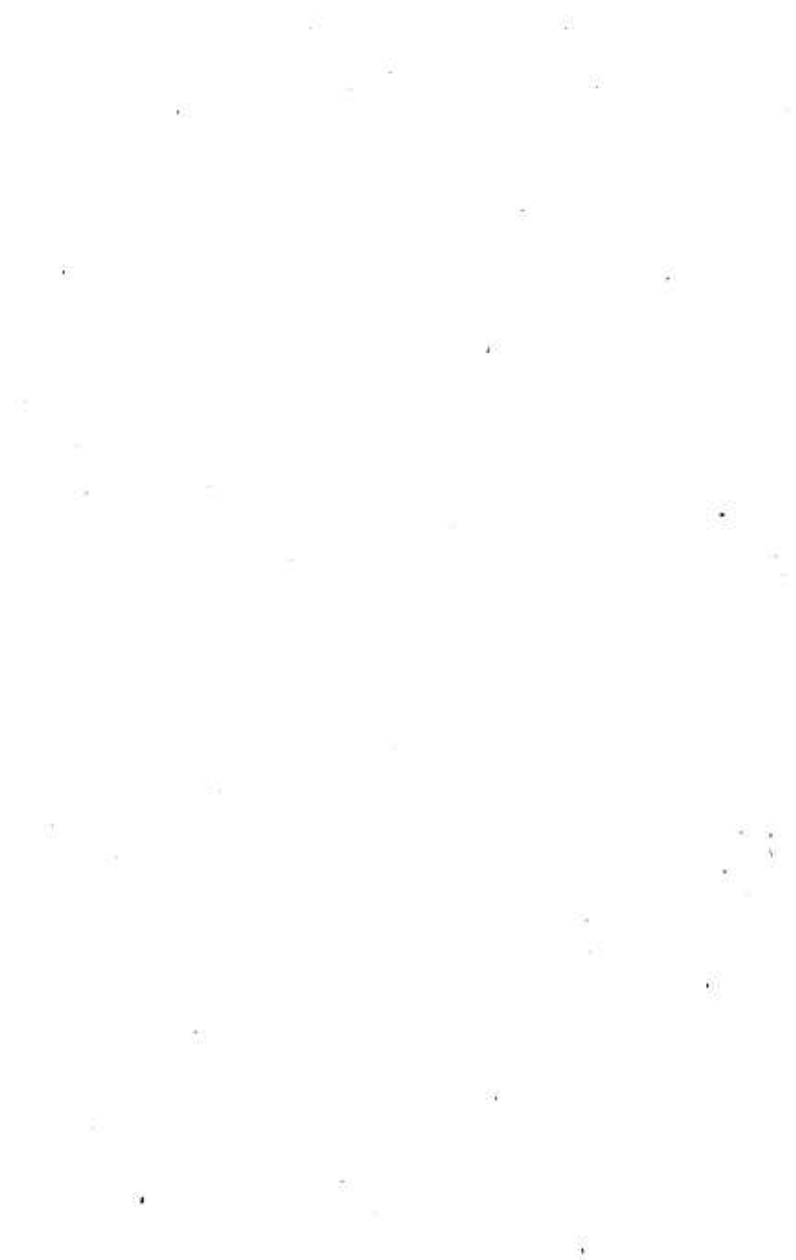
like that of the slaves, perhaps worse in some respects. Women were looked upon as inferior to men since from the military, political, and industrial points of view they were of little value. To quote Aristotle again, "The male is by nature fitter for command than the female, just as the elder and full-grown is superior to the younger and more immature." Women's activities were definitely circumscribed by home duties which were learned by imitation, thus there was no demand for intellectual training.

Abnormal children—sense and mental defectives—were allowed by the ancients to die from exposure, to be sold into slavery, or to be generally neglected. The advent of Christianity brought about a decided change with respect to the exposure of children to die, but failed in every respect to better their condition through training of a suitable character.

It is the aim of this study to set forth the conditions and movements which have extended the privilege of education to those who, in the beginning of educational theory and practice in Western Europe, were neglected.

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