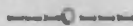


SOME SOCIAL POSSIBILITIES
OF THE
SCHOOL CURRICULUM



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PREFACE

In the following pages an attempt has been made to outline some of the social possibilities of the school particularly from the standpoint of the curriculum. The method is critical and analytical rather than experimental or statistical. Much of the mass of literature that has been published upon the subject is vague and hasty in its treatment. Even as yet there can scarcely be said to be any adequate source material upon the topic. However, I have examined scores of curricula, old and new, in an effort to glean from them a justification for the concept of the social nature of the educational process. Nevertheless, most of the material as presented is from my own thought and observation upon the subject for some time, and consequently the following chapters partake more of the nature of a plea for a more universal and

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deeper recognition and application of a socialized education. I wish to express my sincere appreciation particularly of the help given me by studies in Sociology which first taught me the interdependence and interrelation of all the activities of life, and gave me a deeper insight into the meaning and value of education. Furthermore, I am indebted to many for suggestions and aid along various lines, and particularly to the members of the Faculty of the Departments of Sociology and Anthropology and Education.

GUSTAV S. PETERSON.

The University of Minnesota.
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SOME SOCIAL POSSIBILITIES
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CHAPTER I

Introduction

To aver that recent developments toward a social aim in education are new would be untrue. However, the recognition and application of this aim are occurrences quite within the limits of the lives of people now living. The sudden infusion of biological and sociological principles into educational theory and practice paved the way somewhat in a step toward a socialized education. In the curriculum, in teaching processes and agencies, the social element is the predominating one. The individual aim is but of secondary concern. Rousseau, the apostle of individualized education, sets forth in his "EMILE"⁽¹⁾ a system of education of a highly unsocial nature. It was

(1) Payne, William H. Rousseau's Emile. pp.4-191. Rousseau's idea was to isolate the growing boy and shut him off from the influences of the world.

unprogressive and static from the very beginning. But Pestalozzi, Froebel, and Herbart saw clearly the fallacy of this method, and accordingly emphasized the social aims and functions of education. For an individualized curriculum a more socialized one was substituted, until during the last few years and at the present time sociologists, social workers, and educational men everywhere are championing the cause of the essential social nature of education. Among these men are such recognized authorities as
(1) Lester F. Ward, (2) John Dewey, (3) Franklin H. Giddings, Al-
(4) bion W. Small, (5) C.W. Saleeby in Great Britain, Charles
(6) A. Ellwood, (7) Samuel T. Dutton, (8) David Snedden, and others. Sooner or later this study and agitation will be crystallized into the formulation of an ideal of education and a definite curriculum such as will make education by its social implications attractive and not repulsive as it often is now to many young people.

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- (1) Ward, Lester F. Dynamic Sociology. Two volumes.
 - (2) Dewey, John. The School and Society.
 - (3) Giddings, Franklin H. Principles of Sociology.
 - (4) Small, Albion W. The Demands of Sociology Upon Pedagogy.
 - (5) Saleeby, C.W. Parenthood and Race Culture.
 - (6) Ellwood, Charles A. Sociology and Modern Social Problems.
 - (7) Dutton, Samuel T. Social Phases of Education.
 - (8) Dutton & Snedden, David. The Administration of Public Education in the United States.

CHAPTER II

The Essential Social Nature of Education

Modern thought through its unifying effort entertains a more complete recognition of the idea that the school is a social institution.⁽¹⁾ Education to-day, therefore, carries with it an implication of social meanings, social relations, and social aims. During the last ten years increased attention has been devoted to the social sciences and the point of view as furnished by these subjects, with the result that there has been a demand for a socialized education emanating not only from sociologists and social workers but also from recognized progressives in education who speak and write authoritatively.⁽²⁾ It is occasionally said that no differentiation can be made between "social education" and "education!" The answer to this charge is this, that there ought to be no differentiation as

(1) King, Irving. Social Aspects of Education. pp.1-5.

(2) Lester F. Ward, Jeremiah W. Jenks, Albion W. Small, Charles A. Ellwood, Henry Suzzalo, John Dewey, Franklin H. Giddings.
Ward, Lester F. Applied Sociology. pp.307-313.

between the two terms, for the term "education" in its true meaning implies social adjustment; but this view, however much it may have occupied educational thought and pedagogical theory, has not characterized and permeated educational practice and procedure. Accordingly there is in education, from a social viewpoint, a recognition that the relation of man to man is quite as important as, or more important than, the relation of man to his physical environment.

There are two standpoints from which the educational process may be considered, both of them basic. (1) The first is the psychological, and the other is the sociological. Most students will agree that hitherto, or up until five or ten years ago, the former standpoint was unduly emphasized at the expense of the latter. Most students and teachers would agree to this, but the great majority now ignore it. Education is not only the means of developing and drawing out the powers and capacities of the individual mind, but it is also the preparation of the individ-

(1) Dewey, John. Ethical Principles Underlying Education. pp.7-10.

ual to take his place as an efficient member of the social group. John Dewey has said that "all education proceeds by the participation of the individual in the social consciousness of the race"⁽¹⁾ Any comprehensive view of the learning process must take into consideration the intricate complexity and great multiplicity of social relationships. Modern life in its numberless ramifications is making demands upon educational agencies that have fast been crystallizing into pressing practical necessities; in consequence, the teachers who must face these demands must have a sociological foundation and viewpoint. An individual or a child cannot be defined in terms of himself alone, but always in terms of his relationship to other people and to other things. Without this social point of view, the individual becomes a mere abstraction. Psychology, therefore, gives the means of education, while Sociology must be looked to for the aim.⁽²⁾

The school, then, is a social institution, for in

(1) Dewey, John. My Educational Creed. p.3.

(2) Cubberly, Ellwood P. Changing Conceptions of Education. pp.49-68.

itself it constitutes a miniature social group. Again, it is an agency for educating or socializing the coming members of society; and, furthermore, it is a social institution because the learning process is a social one which deals with the manifold relations and interactions of mind upon mind.

This socialization of education, this interplay of minds and lives, is an essential part of the general and practical activities of life as conceived of in the concept of "socialization"⁽¹⁾ Every conscious individual from the very first seeks to get accustomed to the world he has entered. The young child gradually gets used to his physical surroundings, to heat, light, sound, the touch of objects, and the taste of food. Consequently, for a considerable time he constantly busies himself with attempts to derive as much knowledge and pleasure as possible from things external to him. This is what Giddings calls the process of "appreciation". During this time the child also learns that he can exercise some

(1) Giddings, Franklin H. The Theory of Socialization.
pp.1-6.

measure of control over external things. By putting forth effort he can gain possession of objects that give him pleasure, or he can modify things so as to conform to his idea of enjoyment. Thus, the child deliberately and systematically seeks to adapt the things of the outside world to himself, to utilize the forces of the universe for his benefit. In the experiences of the child this is the process of "utilization". As the child develops he soon discovers, often to his amazement and dismay, that there are things of the external world which refuse to be adapted to his wishes, and so by a change of plan and the exercise of self-control he adapts himself to these conditions and accommodates himself to such facts of life as he is unable to change. This process is conducive to character-formation, and hence here are to be found the germs of the socialization-process of "characterization". Another practical business of life appears in the development of the child in his attempt to adapt himself to others.

The child learns to know mother, nurse, father, brother, sister, family friends, and relatives, and sooner or later, schoolmates and teachers. Subsequently, he is expected to know a great number of persons in business and professional life, politics, and possibly in many other fields of activity. Here, then, is found the kernel of the actual process of "socialization," the process of becoming acquainted with and adapted to one another, the formation of friendships and sympathies, the establishment of tendencies toward co-
(1)
operation and social adjustment.

It is not difficult now to see in the brief resume of the above analysis what should be the relation of the school to this fundamental phenomenon of life, -namely, socialization. Sociology and the social sciences teach the interdependence of all forms of life, and show that "society is an organism
(2)
in more than merely loose analogy!" The child comes into the school at five to seven years of age when the beginning of this individual socialization-pro-

(1) Giddings, Franklin H. The Theory of Socialization. pp.4-6.
(2) Saleeby, C.W. Parenthood and Race Culture. p.9.

ness is at its height, and it would seem, therefore, that the business of the school ought to be to fit its activities into this natural development of the child, instead of trying to make the child conform to conditions and systems imposed upon him by so-called "experts!" To be sure, the kindergarten movement is a recognition of this, but beyond the kindergarten the work of the school follows the tendency toward too much stress on formal discipline. Furthermore, the kindergarten movement has not obtained a foothold, nor has it been particularly successful so far, in the United States. Just at the time when the child is attempting or should be attempting to socialize himself, it is obviously a step in the wrong direction to try to aid this adjustment merely by relating the child to text-books alone. Even the early processes of appreciation, utilization, and characterization which are still operative demand for the realization of their intended ends an attention of the child to the facts and relation-

ships of life, with as little attention and devotion as possible to text-books and formal methods.

These conditions call for teachers who are familiar not alone with the psychological make-up of the individuality of the child, but also with ^{the} laws and principles of social life and organization. America is a land of idealism, and the teaching profession has been steadily rising in dignity, ⁽¹⁾ although in this respect it is still far behind some of the European nations. ⁽²⁾ According to the last Report of the United States Commissioner of Education (1910), there are over 500,000 teachers in this country in charge of more than 17,000,000 pupils of five to eighteen years of age. ⁽³⁾ Hence, approximately one-fifth of the whole population of the United States is constantly at school. Does it not look as though education were concerned with a problem essentially social in its significance? This represents a tremendous social investment, and ought to be productive of far-reaching social consequences if the teachers know the social

(1) Palmer, George Herbert. The Ideal Teacher. pp.1-8.

(2) In Germany and Norway the teacher is in reality a state official, representing the most important profession. See Russell's German Higher Schools. In Germany, secondary teachers may be given professorial rank.

(3) In 1910, 17,506,175 pupils enrolled, of from 5-18 years of age. Over these there were 506,040 teachers. United States Bureau of Education Report, 1910, Vol. II, p. XIV.

aspects of education and realize the necessity for their development. Only then, therefore, will they occupy the central positions of social influence. It is evident from these facts that the teacher is called upon to-day to view the problems from a social point of view.

When a review is made of the history of educational theory and practice, it is readily seen, how when reform crept into the school, the avenues of improvement were along the line of methods and classroom management and procedure. Psychology thus became the basic science to which educational reformers turned for a way out; but in these attempts practically nothing was done toward the reform of the curriculum, the enrichment of it by the introduction of new, live subjects, or the modification of existing ones. However, during the last few years demands for more intimate relations between the school and social life have been made by men and women both inside and outside the boundaries of the

(1) Cubberly, Ellwood P. Changing Conceptions of Education. pp.52-55.

school. Consequently, it is coming to be recognized that the function of the school is not only to transmit to the next generation the accumulated experience of the past, but also to adjust itself to its social ~~to~~ ~~its social~~ relations and connections, and to prepare the individual for the complex social life into which he is ushered to-day. It follows, then, that the school can justify its life and existence only from the standpoint of its contribution to general social efficiency. Hence, in order to prepare teachers who will be capable of fitting into this new view of the school, ⁽¹⁾ it becomes incumbent upon training schools to give and encourage as much attention to the social sciences as possible, having constantly in mind the complexities of modern social life, and the need that the child should know something of them. Sociology, quite as much as Psychology, is to-day needed before the teacher can be adequately prepared for his work. It will become the business of the school, therefore, to inoculate into all a social and political knowledge

(1) Vincent, George E. "The New Duty of the School" in
Wisconsin Teachers' Association. Proceedings, 1907.
pp. 137-139.

that will make good citizens, and to initiate them in-
to full and active "participation in the social con-
sciousness of the race" (1)

Society is an association of individuals, and the individual who is to be educated for society is a social being. Education, accordingly, becomes a social process, and from the psychological side the materials to begin with are the tendencies, habits, and interests of the child, all of which are of no use to him unless they are converted into means for making him more effective in social service. The school is a form of social life, and the teacher in the school must first of all, therefore, recognize that he is a member of the community. Hence, there follows the necessity for the teacher to have as his basic idea the training and fitting of individuals for intelligent membership in society.

Essentially, therefore, the educational process is a social one, and the school is a social institution. (2)

(1) Bagley, W.C. The Educative Process. Part I.
Colvin, Stephen S. The Learning Process. Ch. I.

Dewey, John, My Educational Creed, p. 3.

(2) Bagley, W.C. The Educative Process, Ch. I.

Hence, teachers must be socially trained, and obviously the social sciences must occupy more and more conspicuous a position in this training. With this in view as a basis, attention is turned to a consideration in the following chapters of the socialization and vitalization of the curriculum as a step in the adjustment of the school to actual life. In the words of John Dewey, "Our problem is rather to study the typical necessities of social life, and the actual nature of the individual in his specific needs and capacities. Our task is on one hand to select and adjust the studies with reference to the nature of the individual thus discovered, and on the other hand to order and group them so that they shall most definitely and systematically represent the chief lines of social endeavor and social achievement!"⁽¹⁾

(1) Dewey, John. The Educational Situation. p.79.

CHAPTER III

The Socialization of the School Curriculum by the Vitalization of the Old Subjects.

Much of the effectiveness of a school curriculum depends upon its content. The Chinese curriculum by the very nature of its subject-matter was for centuries the breeder of the most insurmountable conservatism ever produced. ⁽¹⁾ Likewise, conversely, it follows that the composition of the subject-matter of education may by its very nature be a powerful instrument for the dissemination of the spirit of democracy and progressiveness. By greater knowledge of, and more adjustment to, the fact of the interdependence and interrelation of all forms of social life, the school will become ever increasingly conscious of the need of articulation with the demands of social and industrial changes. ⁽²⁾ Various sources are to-day responsible for this call to the school for the socialization of its studies, progressive scholars and thinkers in education and other

(1) Ross, Edward A. Social Psychology. p.232.

(2) Carlton, Frank T. Education and Industrial Evolution. Ch.I., and throughout whole of book.

fields, the world of business, and, last, but by no means least, the call from the general mass of the people as represented by the enterprising and aggressive labor unions.
(1)

Our social and industrial life as evidenced by increasing details of social organization and more specialization in industry is constantly becoming characterized by greater breadth and complexity. Before the individual, therefore, can be fit for participation in this form of life a longer period of more careful training is demanded. This education above all must obviously be such that it develops and correlates ⁱⁿ the pupil a knowledge of the complexity of modern industrial and social life, and reveals to him the place and position of each individual in the organic scheme of society. It becomes incumbent upon the school to convey to the student by means of a socialized method and a proper subject-matter of education a social and political consciousness which will show the child the essential unity of all life and the dependence of each life on others.

(1) Newspapers and other organs of the unions have education as one of the first and favorite topics.

The modification of the school curriculum in the direction of the socialisation of education is at the present time a change in the line of accomplishment of added social efficiency. The existence of social classes calls for a diversified course of study in harmony with the needs, interests, and aims of the members of each class, and hence the content of the curriculum that has been shaped for well-to-do children for the most part will have to be, and is being, modified so as to become flexible enough to fit all classes of children.⁽¹⁾

An enumeration of the phases of the process of socialization as touching the curriculum of all schools from lowest to highest would be as follows:- (1) The elimination of certain subjects and of antiquated material of others; (2) The introduction of new subjects in line with the social and industrial demands of the time; (3) The vitalization of all studies and courses by contact with actual life; (4) The adjustment of the subject-matter of courses of study so as to fit the children of all social classes. (1)

(1) For instance, in the past the rural schools have not maintained their places as social institutions for they have been educating away from rural life and toward the life of the city by the use of a curriculum fitted to the city child, but with the vitalization of the rural school program by the introduction of agriculture, domestic science, and manual training, they will soon take their places as the most important social institutions in rural life.

During the last quarter of a century it has been seen that the old curriculum when limited to a classical composition was an expression of individualism in education. The social possibilities in America for such subjects as Latin, Greek, and the humanities are few, and every year witnesses a pushing of these studies up and up until soon only the upper-class men in the Universities and students of Graduate Schools who are interested will be devoting any time or attention to them. The old narrow curriculum designed particularly for disciplinary purposes and individual excellence was powerless to meet the changed conditions of social life. The classical subjects still left in the High School curriculum do not meet the demands and needs of contemporary life, and this is particularly true of Latin. A knowledge of Latin in American life can be turned to no practical value, and yet every High School continues its Latin courses from year to year, still clinging to it. G. Stanley Hall says that it is often the worst-taught and most

(1) See (1), p. 23.

poorly learned of all subjects. Consequently, in this tremendously social age, the preparation in it and the perpetuation of its teaching represent a waste of human effort for the great mass of students who are in no need of training of this kind. Especially is this true when so many subjects closely related to life, and so vital in their social significance, are demanding entrance into the school curriculum. The cultural value of Latin is good as far as it goes, but the chief drawback with the subject lies in its practical application in terms of social efficiency. The new and vital subjects are becoming as cultural as Latin and Greek ever were, and at the same time they may be turned into channels of practical usefulness.

For illustrative purposes, one other subject needs attention in relation to this point, and this is Algebra in the High School. Here is a study, purely formal and presented in such a way as to be of no practical service later in life. Lessons are too often

(1) Of 1,000 High School pupils in various parts of Minnesota, 824 could not remember even the most elementary calculations in Algebra the year after they had taken the work in class. Hence, only 7.6 per cent of the 1,000 pupils remembered anything at all from their study of the subject, while what the great majority benefited by the process seems surely to be far from commensurate with the work and attention paid to the study.

given out and gone through by teachers and pupils without any emphasis being laid upon their relation to Arithmetic or Geometry, and this difficulty gradually slides into a more or less complete divorce from the actual applications of social life. The subject too is rapidly forgotten.⁽¹⁾

In Arithmetic, for instance, the child is often initiated into operations which have certain fundamental relations to business life and business relationships, and it becomes a social duty for the teacher to train pupils in these operations in order to emphasize their practical applications. The social realities behind the topics of percentage, interest and discount, stocks and bonds, insurance, etc. must be insisted upon and taught to the student quite as much as the knowledge of solving the problems themselves. However, it is a question whether such topics as stocks, bonds, percentage, etc. really belong in an elementary textbook on Arithmetic, inasmuch as these subjects are beyond the comprehension of a child and beyond his then

(1) See note "(1)" on page 22.

(1) for page 22:- Hall, G. Stanley. Educational Problems.
Vol. II., pp. 652-653.

actual and normal relationships. Nevertheless, by always keeping before the child the social uses and social values to which numbers, etc. are to be put, the social aim and value of Mathematics, and particularly of Arithmetic, will be rendered more and more evident.

In these days a more definite aim has been assigned to the school in the concentration of its energy for some definite purpose, the preparation of individuals to fit into the social mechanism. The necessity for useful social action demanded the elimination not only of these classical studies but also the elimination of much antiquated material from others, and these things will appear obvious in the consideration of the social values of the various subjects of the curriculum.

To show the social possibilities of the school curriculum the first subject to consider will be History.
(1) In former years teachers of this study, steeped in the lore of the past, hardly realized its social value from the standpoint of actual life. The social

(1) See Appendix I.

significance of History appears when the lives and the activities of the great masses of people are considered, and only then is it possible to show the student the interrelations of life. A reliance upon the radiant and spectacular portions of History gives no key whatever to the usefulness of the study, or, moreover, any justification for its being taught in the schools. The doings of particular men, the events of particular wars, and the factors in certain political campaigns and elections are of less concern than the arrangement, social organization, and economic conditions of the great mass of the people. There is no justification for the mention and discussion of isolated events in our Colonial History in the way in which these are presented in many of our schools to-day, except in so far as they show the effects of such events upon the social life of that day and their relation to the present time. Again, the Revolutionary period of our History is another case in point. The economic, industrial, political, and social conditions which lay at the basis of much

of the activity of the time are passed over in silence, and very little attempt is made to relate and correlate the events of the time in their proper perspective. Once more, in the formation of our State and Federal governments, there are manifold opportunities for showing how these were the embodiment of the industrial, economic, and social experiences of the people, and cannot adequately be understood without an intimate knowledge of the actual daily life of a practical people. In this way, therefore, the subject-matter of History can be presented so as to awaken the social sense in the student, and help him to see more clearly the complex relationships into which he is to enter. Hence, History becomes a vivid understanding of the past in order to gain a more intelligent knowledge of the present, and a more complete comprehension of the individual's place in the current and future social order. The teaching of History backward (by beginning the process with a study of current events) is in line with the emphasis now being placed upon the social possibilities of the subject.

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- (1) McMaster, "The Social Function of United States History!"
Brumbaugh, "Method of the Social Function of History!"
Blair, "The Social Function of History!"
All in 1895-1900 Yearbook of National Herbart Society.

The social factors contained in History are many and varied in that there is a wonderful opportunity to develop in the child and student the knowledge of the present existing social relationships so that he is able to observe the make-up of a social situation and the methods by which it can ^{be} altered if necessary. Fundamentally, therefore, History, in conveying to the student knowledge of the relations of men with men, bespeaks its great social possibilities as a subject in a school curriculum.

In the teaching of Geography it is again possible to register a recognition of its social function. (1) It is not so long ago that this study consisted in the memorizing of names of places and positions on maps. Geography, however, touches the great problems of human life from a different angle and viewpoint from those of History, and yet throughout ^{its study} it is possible to convey to the student a recognition and realization of the concept that man is a social being. It is therefore possible for Geography to exercise a great social function in

(1) Trotter. "The Social Function of Geography" pp.57-60.

the socialization of the curriculum so as eventually to aid in a better adjustment of the individual to world conditions. History presents in developmental stages the influences of men upon men and institutions upon institutions, while Geography presents the natural conditions that have been imposed upon men and social progress. With this end in mind, Geography becomes a social force in education, and in order that this may be accomplished in its teaching the general body of teachers of the subject must recognize the finality of this view. Here again is seen the necessity for the training of the teacher in the laws and principles of social organization as furnished by the various social sciences. Text-books also should contain the social features as their strongest asset. The object becomes to teach the pupil the apprehension of the influence of geographic factors upon all social development. Obviously, if the teacher constantly connects physical features with their effects upon social organization, then and then only does the social function

of Geography appear and its tremendous importance for the pupil for an essential knowledge and understanding of social relations. Often it is found that geographic facts lie at the very basis of many social relations, and this fact may be illustrated to the student by beginning the teaching of Geography backwards, as in the case of History, by pointing out the geographic conditions that lie at the basis of social and industrial institutions existing in the vicinity of the students' home. Geography is justified in the curriculum only in so far as it shows its social nature by an emphasis upon the interaction of the geographical and social environments. (1) The physical features of a valley may be highly interesting and instructive, but no social influence is attained in a study of these unless it is accompanied by a corresponding study of their effects upon the life of the people. Hence, man in all his social interactions, his needs, his occupations, and his social intelligence rightfully comes in for a geographical consideration. Primary teaching of Geography

(1) Trotter. "The Social Function of Geography" p.79.

lays a foundation by the inoculation of the child's mind with the facts of ^{the} geographical environment and the organization of the social environment under different geographical conditions, while later the teaching concentrates mainly upon the study of the interaction of the geographic and social environments. (1)

Thus, the conclusion is reached that with the adoption of the social point of view the value of Geography as a social factor in education is multiplied many times. The essential object has become the investigation of human life and institutions as seen in the light of geographical causes and conditions. The result to the pupil is a broader outlook on life, a destruction of narrow localisms, and a keener insight into the democratic American spirit. Social intelligence is developed and sooner or later the pupil comes to recognize the social responsibility of being a good member of the society of which he is an integral part.

Language also has great social possibilities

(1) Dutton, Samuel T. Social Phases of Education.
pp. 89-117.

which are often lost sight of. It must be remembered that language is a constant social instrument, but its essential aim has often been lost sight of by undue attention to the forms and intricacies of grammatical constructions. Instead of training in the use of language as a social factor, too much stress has been laid upon the study of Grammar for Grammar's sake, and in this process the social utility of language is missed quite completely. In proportion as it is realized how much language increases one's power and usefulness, and the service that can be rendered to others, just in that measure will the tendency be away from language for its own sake, or as a mark of merely individual poise and elegance. (1)

The social possibilities of the chief subjects in the present school curriculum have been noted. But there is still more to be considered which in the end will double their spheres of social influence---and this is the recognition, by teachers in their actual instruction, of the principle of the unity of all life, and

(1) Dutton, Samuel T. Social Phases of Education. pp28-30.

the interdependence of all the forms of study above enumerated and considered. (1) The great majority of pupils

view the various subjects they are studying by the "piegon-hole method" of classification, and the relation of subject to subject and their interdependence the student fails to appreciate because he does not comprehend it. The difficulty must, therefore, be met by the dimin-

ution of the jealousies existing between teachers of different subjects, by a building up of a consciousness (2) of the close relation of studies, and by a broader and more efficient training of new instructors and the improvement of those already in service.

In concluding this portion of the paper, it may be said that with regard to the subject-matter of education, ~~throughout~~, throughout his training the actual social life of the child is the basis upon which to work. Operations must be begun with the social interests and efforts of the child, gradually allowing the studies of various kinds, by retention of appropriate material, to fit into social growth. Then the tendency to a "pie-

(1) Vincent, George E. The Social Mind and Education. Chapter on "The Integration of Studies" pp. 114-135.

(2) This grows up because of too much departmental individualization of subjects.

gen-hole" classification of studies will disappear. Tested by the principle implied in this paragraph, the principle of utility of subject-matter, much material of some studies will have to be discarded, a great deal recast, and much material taught differently. However, the result has been in quite another direction,-- namely, the introduction of new subjects and the enrichment of the curriculum by this method. The claims of new studies are clamoring for recognition in the curriculum, ---claims which are practical and which touch social life of to-day at a close range. These claims cover the fields of physical, motor, vocational, industrial, esthetic, moral and religious, and eugenic education. Something will have to be pushed out to make room for them for they represent large and practical aims, and at the same time the older studies will be enriched more and more by broader treatment and presentation so as to show their social implications. In the next chapter, therefore, attention will be focussed upon the social possibilities of these new forms of education.

CHAPTER IV

The Social Possibilities of the New Subjects of the School Curriculum.

The school curriculum is being vitalized by the introduction of new subjects that are more expressive of the essential social nature of education, and in line with the social aim of the school. Many tendencies have contributed to the growth of this conception. Among them are:- (1) The growth of the belief in the sociological as well as the psychological basis of education; (2) An opposition to the disciplinary conception of education; (3) The extension of the practical view of education, expressed in the scientific tendency and enhanced by the great developments in all departments of science; and (4) the demands upon the school by the industrial and social changes of the last two decades. The results of the operation of these tendencies have been:- (1) A recognition of the con-

ception of education as a social process and that by (1)
education society is to be developed and perpetuated;
(2) That education, therefore, has been emphasized in so-
ciological theory; (2)
(3) A development of the idea that
education is the process for preparing the individual
for all human relations into which he must enter; (4)
Consequently, what a stress has been laid upon the sub-
ject-matter instead of upon the form of education, the
kind of content that will prepare for complex social
life; (5) The study of various social phenomena and so-
cial facts upon which the existence and working ^{of} society
depend; and (6) Another result of this social concep-
tion of education has been the rise and development of
state systems of schools intended to reach all layers
and classes of society.

(1) Davidson, Thomas. History of Education. pp.1-2.
Saleeby, C.W. Parenthood and Race Culture, pp/137-165.
Davidson speaks of education as "conscious evolution," and
Saleeby designates it as the "provision of an environment!"
This latter implies selection, and, therefore, the essential
social nature of the educative process.

(2) [a] Comte: Education is the means of social control.
Comte, August. Positive Philosophy.
[b] Ward: Education results in the dissemination of know-
ledge, upon which depend general intelligence, and upon
which, in turn, depends social progress and happiness.

Ward, Lester F. Applied Sociology. pp.246-250.
[c] Bacon: Education is the transmission from one generation
to the next of the substance of the learning and culture of
the past; and growing out of that thought, it is the development
of the power of adjustment to a changing environment.

Bacon's Works. This his thesis on education.
[d] Howerth: Education is the chief factor in the process of evo-
lution or as some have expressed it, education is conscious evo-
lution. Howerth, I.W. "Education and Evolution" in Educational
Review, XXIII, XXIV.

[e] Dewey: "Education is the process of remaking experience, giving
it a more socialized value through individual experience, by giving
the individual better control over his powers!" See Appendix II

Social values and possibilities of the new phases of education are great and far-reaching in that they are designed to equip one with that knowledge and power which will best fit him to meet the demands of modern life in its varying activities and relationships. Consequently, it follows that the introduction of the new studies will make for the development of

- (1) A healthy body, by means of Physical Education.
- (2) A trained and healthy mind, by means of Intellectual Education.
- (3) Moral judgment, by means of Moral and Religious Education.
- (4) Efficiency and skill to use knowledge for welfare of community, by means of Industrial, Vocational, and Commercial Education.
- (5) Good citizenship, by means of Civic Education.
- (6) Improvement of the race, by means of Eugenic Education.

Physical training has great utility, and it gives social power to all of its participants. In late years the games introduced into the schools are strong-

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(1) Sargent, Dudley A. Physical Education. pp.1-100.

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ly tinged with the social element, and help to make the school more democratic by breaking up "sets" and cliques of pupils. The fact that all are to participate is an added assurance of social power and possibility, thus minimizing the tendencies toward unhealthy results of a system where only a few are selected for athletic activity to the detriment of the great mass of students. An efficient course of study will, therefore, pay much attention to the maintenance of physical ^{health} among the pupils. (1) There is much more to be done besides paying attention merely to light, air, cleanliness, proportionate distribution of work, and exercise. An effort further will be made to correlate the attempts of the school with those of the home by educating parents to provide for children good food, sufficient sleep, simple and healthful dress, and comfortable home surroundings. In the school itself forms of play and gymnastic games suited to the ages and needs of pupils are fundamental to good work and a lively interest. It influences the method and way in which everything else is done, promoting a

(1) Strayer, George D. A Brief Course in the Teaching Process. pp. 139-144.

healthy intellectual and moral life conducive to social adaptation and social efficiency. The reaction of physical welfare on mental strength and alertness is by no means a figment of the imagination, for mental development is conditioned to a great extent by the physical condition of the individual. Bodily health, therefore, becomes a pressing requirement for the attainment of mental vigor and alertness, and hence the social possibilities of training for health are not an individual matter alone but are equally as well a concern of the group in its efforts to preserve its identity and ensure its physical, mental, and moral welfare.

Emphasis upon these new expressive activities of
(1)
the curriculum will not in any way hinder obtaining cultural and disciplinary values from them. The intellectual education gained from a broader knowledge and comprehension of life through the social sciences and the increased attention to the social aspects of the old subjects will be as sufficient as the old individualized drill and mental discipline of some years ago.

(1) Ruediger, William C. THE PRINCIPLES OF EDUCATION.
p.183.

Owing to the complexity of modern social organizations, the new activities of the school have as much liberalizing value as they have a socializing value, and participation in these activities with which the individual must reckon after leaving the school constitutes an essential part of a liberal education. Attention to the recent developments in the school curriculum will accordingly be just as conducive, and more so to the development of a trained and healthy mind as the old classical training ever was.

Still another phase of the vitalization of the present day school curriculum is undoubtedly realized in the more conscious attention to and real interest in moral training. (1) The introduction of morals and religion into the school curriculum is a subject of debate and one on which individuals differ extremely. There can be no question but that morals ought to be taught in some manner. The question of method is quite another point, but this much is evident that the moralization of the child is demanded by the interests of socie-

(1) Dewey, John. Moral Principles in Education. pp. 21-44.

ty. The moral aim of the school is to prepare the individual for an intelligent participation in the activities of social life. This means, therefore, that the school will prepare him to avoid the violations of the moral laws---transgression of which means personal, social, and community disturbance. Moral education, the acquirement of character, goes hand in hand with intellectual education in the conception of the school as a social institution. For training in morality the school is an ideal institution, but teachers for the most part are constantly losing sight of the moral opportunities in subject-matter in their demand for, and attention to, the intellectual attainment of the child. Because of social and industrial changes in the last twenty-five years the home and the church are not the factors they once were in the instillation of morality into the children, and it follows, therefore, that the increased responsibility for this falls upon the school. The factory system takes the father, and often the mother also, away from the home, and hence the only other agency of society that can consistently reach the child in this respect

(1)Rugh and others, Moral Training in the Public Schools.
pp.3-52.

is the school. In some measure, then, it devolves upon the school to formulate and provide in its curriculum means and methods of instruction, and such aims, as will fill the growing child with the consciousness of the moral responsibility necessary for intelligent and wise social action. In spite of many of the differences among children in heredity, in age, in the moral standards of the of their communities, and in relative physical vigor, ⁽¹⁾ there are many ways in which the teacher can permeate the student with the moral values necessary to life. Definite ways for giving this moral education need not be presented here. Such ways should be the work of specialists and experts, but it is merely asserted that in their teaching many instructors are unconscious of and lose sight of the moral side of education in their strict and laborious attention to what has been designated the development of all the powers and capacities of the mind of the child. The first point to be recognized is the direct connection between health and morality. Physical health condi-

(1) Strayer, George D. A Brief Course in the Teaching Process. pp.139-144.

tions moral health and welfare, and in the recognition of this the school can go a long way toward the advancement and control of the moral nature of the child.

Opposition to the teaching of religion in the schools is a product of individual perverseness. People in general are unwilling to distinguish, and scholars are unable to separate, religion from sectarianism; and all agree that there is no place for sectarianism in the school curriculum. But religion is a vastly different thing: it is a part of our very nature, and it should, therefore, not be omitted from the educational process, for it is just as important to know what has been said and done about religion as about political and economic achievements in the history of men. (1) The Bible as literature should be taught, and it lends itself to this purpose very readily, and the History and Literature of it is equally as valuable for study as the History and Literature of the Greek people. However, in order to teach morals and religion in this manner, teachers must be prepared for it, and such they are

(1) Coe, George Albert. Education in Religion and Morals. pp.1-200.

not at the present time. A change of perspective is needed when it is seen, as often it can be now, that an ignorance of Milton or Shakespeare is a mark of illiteracy while an ignorance of the Bible and its literature casts no disparaging reflections provided it is accompanied with a sort of a mock reverence. The teaching of the Bible in this manner coupled with an embodiment of righteousness and powerful example and personality in the teacher can be made to be a tremendous factor in moral training.

But aside from the Bible even, most studies easily lend themselves to moral possibilities. By various methods it can be shown from problems with which contact is made how in the determination of the right courses of action there is an entrance of moral choice and moral responsibility which conduces toward social welfare. History, Geography, Literature, etc. treat of men and institutions whose relationships are many and varied, and in the judgment upon the actions resulting from their interrelations, the method of pointing these

out can be with a recognition of their moral significance.

American democracy will demand of the school a recognition of these moral factors. Plans of separating pupils into classes according to sectarian affiliations, or letting each sect build its own schools and draw upon the public fund in proportion to the number of children under instruction, or the plan of a system of parochial education, ⁽¹⁾---all are inconsistent with the spirit of modern democracy. The subjects of instruction are themselves means of moral training. The teaching of the laws of health is a phase of moral education, and the truths of the common-school branches are as sacred as those designated by the abstract ethical qualities of truth, kindness, and virtue. Very well has it been said that, "Two times two equals four" is as universal and sacred as "Thou shalt not steal!" ⁽²⁾ History and Literature contain moral possibilities in that they furnish examples of moral choice and moral action, and so also with other subjects of the common and High

(1) Rugh, Coe, and others. Moral training in the Public Schools. p.6.

(2) Ibid, p.34.

School curricula. Without any reference to methods and the organization of moral education in the public schools, it is here mainly maintained that even without much of an organic change in the procedure of the school or of an alteration of the subject-matter of the course of study, it is possible for teachers through a social point of view to realize the moral possibilities of their methods and means of instruction.

Another phase of the sociological conception of education is the industrial and vocational one, the aim of which is to make the individual a productive social unit economically as well as politically. This includes, first of all, manual education in the elementary and secondary schools, and as such has educational and cultural values as well as vocational ones. The instruction comprises woodwork, ironwork, cooking, sewing, clay modeling, paper-folding, printing, drawing, etc. In the second place, it includes technical education which is strictly professional in character. In schools established upon private foundations; in state-support-

(1) The Armour Institute in Chicago.

(1)
ed schools, in departments of colleges and Universi-
(2) (3)
ties, and in national schools, courses are offered in
architecture, and the various departments of engineer-
ing, including civil, chemical, electrical, irrigation, me-
tallurgical, mining, marine, sanitary, naval, textile, and
railway. In the third place, it embraces agricultur-
al education for its economic value, as taught in state
(4)
agricultural colleges, in departments of established
colleges and Universities, (5) (6)
in experiment stations, and
as it is now working down into the curricula of the
(7)
public schools. Instruction under this head is giv-
en in agriculture, horticulture, forestry, agricultural
chemistry and botany, zoology including entomology, vege-
table and animal physiology, geology, meteorology, draw-
ing, veterinary science, dairying, live-stock, and husband-
ry. Still a fourth classification embraces commer-
cial education to meet the demands of business. This
is done in commercial and business schools, public and
(8)
private, and there are commercial courses in the pub-
(9)
lic schools, in private secondary schools, and in col-

-
- (1) Purdue University, Lafayette, Indiana.
 - (2) The various private and state Universities.
 - (3) West Point and Annapolis.
 - (4) Ames College at Ames, Iowa.
 - (5) State Universities.
 - (6) As at St. Anthony Park, Crookston, and Morris, Minnesota.
 - (7) Agricultural High Schools in Minnesota, and agricul-
tural courses in graded schools.
 - (8) Private business "colleges", particularly in large cities.
 - (9) High Schools of Minnesota.

(1)
leges and Universities. The range of instruction covers bookkeeping, business practice, civics, commercial law, commercial arithmetic, commercial geography, ~~stenography~~, stenography, economics, banking, finance, transportation, insurance, sociology, diplomacy, and modern languages. A sixth phase is that of industrial and vocational education proper, directly to obtain means of providing a livelihood. For this purpose there are trade schools of elementary grades, vocational schools, industrial courses in public and private schools of all grades (2) and in the United States for Indians and Negroes. (3) (4) Instruction is given in carpentry, wood-carving, pattern-making, forging, molding, plumbing, blacksmithing, the textile industries, brick-laying, plastering, stone-cutting, steam- and hot-water fitting, painting, sewing, cooking, millinery, dressmaking, laundry, nursing, and housekeeping.

The main danger in this is a tendency to an over-emphasis upon these subjects from the purely materialistic point of view, thus encouraging the personal side of individual success to the extent that the service to the community is lost sight of entirely or in part.

(1) Commerce School of the University of Wisconsin, and Wharton School of Commerce at the University of Pennsylvania.

(2) Most highly developed in Germany.

(3) Indian Schools at Wahpeton, North Dakota. In the East the Carlisle Indian School.

(4) Tuskegee Normal and Industrial Institute.

However, when considered in their relation to social welfare, the social possibilities of this new type of studies is immense. They socialize the school life by the establishment of vital connections between the school and the active world. They are strongly characterized by the element of utility, ---the utility that is capable of creating personality, breadth, and perspective, and which fits a person to live more efficiently in the complex social and industrial life of to-day. These subjects also by their very nature in being close to the daily activities of life can by their methods of presentation and instruction contain the potentialities of mental, moral, and esthetic training and discipline so needed in our schools to-day.

Insistence upon civic education, or education for citizenship, is another phase of the socialized view of education. (1) This was first advanced by great statesmen and publicists such as Benjamin Franklin, George (2) Washington, and Thomas Jefferson in America, and by Broug- (3) ham in England. To-day this phase is developed into

(1) Jenks, Jeremiah W. Citizenship and the Schools. pp. 3-37.

(2) Cloyd, David E. Franklin as an Educator.

(3) Henderson, John Cleaves. Jefferson on Public Education.

the conception that education should be a preparation for good citizenship in political, economic, and social life. The training of the child in, and the turning his attention to, public duties and public obligations can be initiated early through his studies in History, Literature, Geography, and all the subjects that deal with the preparation of pupils in a knowledge of the relations of men in society. The fitting of the pupil for service to the state can be kept in mind and emphasized, and brought home to the child throughout all this early teaching. This becomes, therefore, an adjustment-process by which the individual through educational means can render himself, by a better knowledge of the workings of social institutions, more fit to give society his best possible service. The watch word of modern education is "social service," and the place of civic education accordingly is justified by the impetus it lends to the betterment of the group spirit. The means for the accomplishment of this end lie in the opportunities of municipal leagues, school gardens in

(1), Batten, Samuel Z. "Methods of Training in Social Service," in Religious Education, 5:390-398, October, 1910.

(1)
cities, junior republics, social service movements, charitable and civic institutions and organizations, parks, playgrounds, medical inspection, etc. This promotes the civic spirit, and by telling the child of these things it instils into him a knowledge of the worth of constructive patriotism. Through a rejuvenation also of the subject of civics in the elementary and secondary schools and a particular attention by the teacher to the civic possibilities of other subjects such as History, and Geography, civic education or training for citizenship will gain a more influential ascendancy in all educational institutions from the lowest to the highest.

A phase of socialized education which is meeting with a great deal of opposition from many quarters, but which nevertheless is of utmost importance in the perfection and improvement of the race, is eugenic education.

(2)
Attention to this phase has come about through the infusion of the biological as well as the sociological principle into education. Physical education

(1) George, William R. The Junior Republic, Its History and Ideals.

(2) Saleeby, Caleb Williams. Parenthood and Race Culture.
p.xiii. pp.137-165.

as it is now conducted and at the present time organized seems powerless to devote itself seriously to this aspect, and yet it is one of prime importance in its close relation to moral training, and education for civic righteousness. The demand for this education will become more and more insistent as the realization of the fact that the home has in scores of cases failed to give this dawn more clearly upon educational thought. Inquiry into the origins of things, human and others, is a universal happening at a certain age in the life of children, and it is just then that it should be given them before they as a rule gain the knowledge from obscene sources and surroundings. This education involves instruction regarding the bodily functions which exist as Saleeby says "not for the body or for the present at all, but for the

(1) future life of mankind!" The principle to proceed upon is this that the racial instinct exists not selfishly for itself or its own satisfaction but for the altruistic purpose of the perpetuation and improvement of the human race. In botanical, zoological, and physiological studies the teacher can bring out easily to the full under-

(1) Saleeby, C.W. Parenthood and Race Culture. p.xiii.

standing of the child a knowledge of the main facts of heredity. All these things can be at first presented as Saleeby says again "in an impersonal biological setting!"

(1) The transition of this method of study from the vegetable to the animal kingdom can thus be more easily effected by comparison and analogy. Eventually this can be carried into the human himself, and consequently the knowledge of the facts of sex will develop in the girl or boy as naturally and healthfully as the comprehension of innumerable other physical, mental, and social concepts. The time to do this most effectively and safely is, therefore, during those early stages of appreciation, utilization, and characterization, when the child is continuously seeking to adapt himself to other things and to other people. There is as yet no data from which to judge the social possibilities of this form of education, but it is safe to say that sooner or later it must be reckoned with in an effort to secure the more complete adaptation of the individual to intelligent social life. Training for physical health and wel-

(2) fare, for mental alertness and moral judgement, for good

(1) Saleeby, C.W. Parenthood and Race Culture. p.161.

(2) Saleeby, C.W. Woman and Womanhood.

(3) Saleeby, C.W. Health, Strength, and Happiness.

citizenship, and for social efficiency have come, or are in the process of appearing, upon the educational horizon, and the time will **also** come when training for the society of the sexes and the responsibilities of home to which practically no attention is now paid will be recognized as one of pre-eminent importance and of far-reaching social significance.

Education for social service then cannot proceed without an intelligent understanding of social knowledge, and it is through the social possibilities of the new and vitalized curriculum as treated of in this chapter that this social knowledge and guide can be obtained. From a social point of view the old idea that any education regardless of content is efficient is outgrown and has long ago outlived its usefulness, if it ever had any. The method of gaining adequate social knowledge which will contribute to social efficiency depends a great deal upon the teacher in his presentation of the subject-matter of the studies, and so it is evident that a socialized curriculum must be accompanied by socialized class-room

management. By a socialized recitation, therefore, which is indicative of the social values contained in the subject-matter, the efficiency of the curriculum will be multiplied.

If the social possibilities were realized in the recitation as well as in the subject-matter,⁽¹⁾ there is no doubt but that a more vivid comprehension of social values would ensue to both teacher and student. Nothing but the testimony of mere observation is necessary to show that the recitation as often conducted is an expression of an individualizing instead of a socializing factor. With the teacher the primary question is, "Does he know it?" and with the child or student the main consideration becomes a hope that by some means of circumvention he may survive the ordeal, ---and hence from both sides the social significance of the recitation is lost, forgotten, or ignored. The recitation in order to be social needs to be conducted in view of the highest good to all, and not for the purpose of giving a good or bad grade. The participation of all is neces-

(1) Dutton, Samuel T. Social Phases of Education. pp. 21-24.

sary to the full benefit that flows from such social contact and interaction. Participation by a few brilliant or verbose students is highly unsocial, and favors the development and crystallization of a haughty spirit of individualism. Selfish desires to excel also lead to a competition that is unsocial, and as these things have permeated the complexities of modern life they have entered the arena of individual achievement to such an extent as to create the unsocial agencies and combinations known as monopolies and trusts. Hence, the conclusion is that the ruling principle in the recitation as well as in the interactions and relations of studies themselves is co-operation and not competition. (1) By a recognition of social co-operation in the school there will be a tendency at least to develop the spirit of co-operation outside of the school in actual social life, and consequently in this way the school can become a tremendous social factor.

Grouping people into classes is in itself a recognition of the intended social aim of the recitation, but

(1) Vincent, George E. The Social Mind and Education.
pp.114-135.

too often by this method the result has been merely a desire to please the teacher by good recitations or to avoid as much as possible the disapproval following a bad one. Much effort of the teacher also has been directed into this channel of giving approval or disapproval according as the recitation is good or bad. This promotes again the formation of an unsocial atmosphere in that there follows a discouragement of the opportunity of children and students to exchange their own experiences and talk about social situations that will be of service to them in actual life. The newer subjects of the industrial type will be of great help in the transformation of the recitation into a social activity of a small social group, and this may be done as well in History, Nature Study, and Geography as in Manual Training.

This paper began with a consideration of the essential social nature of education, and went on into a discussion of how this could be made use of in the vitalization of existing studies and in the introduction of

new ones, ---all of which leads directly to the social
aim involved.

CHAPTER V

The Social Aim of Education In Its Relation to Social Progress.

In the past the aim of school education was chiefly individual in that instruction was insisted upon from the individual point of view. The welfare of the isolated individual occupied educational thought and practice to the exclusion of the relation of the individual to society. Obviously then, the course of study and the composition of the curriculum was one expressive of individualistic philosophy. (1) The infusion of sociological principles has changed all this. During the last few years the aim has shifted in line with the revivifying effect upon the curriculum of the new spirit of social service, and, consequently, the aim of education is being recast and re-stated in terms of the individual's relationship to society. To socialize

(1) Ellwood, Charles A. Sociology and Modern Social Problems.
pp.311-324.

the individual is the object of education, and this can ill be accomplished by an adherence to the old ^{education} which aimed mainly at the development of all the powers and capacities of the individual, treating his adjustment to social life as a subordinate matter. Anti-social tendencies, developing in commercial life into corporations, trusts, and monopolies, rather than social adjustment have been the result of training individuals for personal success alone. Education, therefore, fails when in the fitting for personal advancement, it does not produce the true citizen, who recognizes his social duties as a citizen. If the aim of education should continue to be intensely individual, the result will be a further production of those persons of a parasitic nature who, sanctioned by their ideals of personal success, enrich themselves by appropriating the reward belonging to those who serve society in the true spirit of social service. (1)

Individualism and self-reliance are characteristics which are thoroughly American. Much of the individualistic spirit has come also from Christianity as

(1) O'Shea, M.V. Social Development and Education.
O'Shea, M.V. Education as Adjustment. pp.99-117.

well as from the laissez faire school of social philosophers and economic thinkers, and hence the importance and independence of the individual has been unduly emphasized. This has reacted upon and permeated educational procedure and practice to such an extent that the social values contained in the curriculum, method, and aim have been neglected or ignored, and the spirit of individualism has as a result controlled our industrial life as it still does largely, and has even formulated our educational ideals. Of course, individual improvement is a necessary condition to social solidarity, but there may also be an exaltation of the individual to the detriment of social harmony and welfare. Consequently, the view and aim of education which look upon it and all social and political institutions in their relation to social welfare and social progress is the view that will shift, as it already is doing, the attention away from the interests of the individual to the interests of society.

Education is the tool of social advance, the funda-

(1) Dewey, John. The School and Society. First Lecture.

mental method of social reform and progress. Only by beginning at the bottom with the children of the community will any scientific result be obtained in the elimination of undesirable features of modern life that are now hindrances to social progress. Psychology has rendered education a service in giving an insight into the mental make-up of the child and the laws of mental growth, but now the social sciences, and particularly, Sociology, will render the service of giving to both teacher and pupil a more intimate knowledge of the proper organization and association of individuals and institutions. The responsibility of initiating the child into the comprehension of a social life is as much or more the business of the teacher as is the training of students for individual efficiency and personal success.

Elsewhere it has been intimated that society in a very broad sense of the word is an organism, the parts of which are characterized by a most intimate interrelation and interdependence. Society, of course is not an organism in the same sense as an animal is referred

- (1) Spencer, Herbert. First Principles. pp. 57-83.
Spencer, Herbert. The Principles of Sociology. Vol. III.

to as an organism, but the concept of society as an organism merely aids in understanding the nature of society in its actual workings. History shows that this society exhibits growth, from simple to complex. From this organic conception of society are derived such metaphorical expressions as the social consciousness, the social intelligence, the social will, etc.⁽¹⁾ All of these have in society corresponding realities, and need to be modified, arranged, and educated from time to time in the right and healthful way. Education and the school, therefore, function as agencies for the advancement and acceleration of social progress and social evolution. The realization of the social mind and the formation of social character are essential to progress, and the function of the school is to educate with this goal and ideal in mind. What this paper seeks to establish is that the chief function of education is the socialization of the individual in an effort to hasten and direct social progress. More and more it is being recognized that the school must in itself be an epitome of an ideal community so that the individual when

(1) Giddings, Franklin H. The Principles of Sociology.
Chs. I-VIII.

he enters society from the school will know and realize some of the responsibilities thrust upon him as a member of it. This is what is implied, therefore, in the modern movements of bringing the school and society closer together such as, schools as social centers and wider use of school plants, closer relations between home and school, the retardation problem, the child-labor movement, continuation, extension, and vacation schools, industrial and vocational education, moral and religious education, the peace movement, and the new movement toward eugenic education. All these are expressions of efforts to obtain a more vital articulation of school with actual life. These then are destined to be the instruments by which through the school the socialization of the individual is to be accomplished, the endowment of each and every one with as high a maximum of physical and mental powers as possible, and equally with as much of social good-will, social habits, and social intelligence as possible.

(1) Neligh, Clara D. "The School as a Social and Industrial Center," in Southern Workman, 36:604-612, November, 1907.
(2) Smith, H.L. "The Full Use of the School Plant" in Educator-Journal, 11:353-360, March, 1911.
(3) Cassidy, M.A. "School and Home Training," in Education, 19:535.
(4) Squire, Carrie R. "Our Responsibility for Retardation" in Psychological Clinic, 4:46-53, April 15, 1910.
(5) Nearing, Scott. "Child Labor and the Child," in Education, 30:408-415, 494-499, March & April, 1910.
(6) Carlton, Frank T. Education and Industrial Evolution. Ch. XII.
(7) " " " " " " " Ch. X.
(8) Coe, George A. Education in Religion and Morals. Ch. I-V.
(9) American Friends' Peace Conference. Proceedings. 1902.
(10) Saleeby, C.W. Parenthood and Race Culture. Ch. VIII.

For the accomplishment of this, the vitalized curriculum as it has been analyzed in the preceding chapters is a cardinal necessity. Only a subject-matter of that kind is adapted for a purpose such as this implies, and the composition of this subject-matter can be drawn for the teachers particularly from a study and attention to the social sciences. (1) An understanding of the laws and principles of social organization is indispensable to the intelligent discharge of a true citizenship, and is likewise even just as indispensable for the teacher who is to occupy a conspicuous rôle in the process of the socialization of individuals. Social science throws light on the relations of men to one another rather than on the relations of man to nature, and so a study of them will lessen the growing spirit of materialism, particularly the practical materialism of to-day which is expressed in the commercialization of the age. Material achievement as emphasized by the physical sciences is secondary to moral and spiritual achievement as emphasized by the social sciences. As already implied, the knowledge of social organization and the re-

(1) Ellwood, Charles A. Sociology and Modern Social Problems. pp.310-24.

cognition by each individual of his place and duty in the group, will lessen the spirit of exaggerated individualism which permeates the commercial life of to-day and which in a mad rush for material achievement and personal success fails to recognize the rights of the masses. It is a necessity, therefore, in order to combat materialism and exaggerated individualism, to generate moral freedom, to encourage knowledge of social facts and social organization so as to secure a scientific and unbiased attitude toward economic, political, and social problems, and to train individuals for citizenship and social service, that the social sciences must have a greater part in public education and particularly in the education of the teacher.

(1)

Socialization or adaptation of individuals to their intended social life, therefore, is the aim of education. As such, this embraces all the individual aims as implied in the development of all the powers and capacities, the realization of self, the formation of character, but in addition it implies vastly more in that there results a

(1) Dealey, James Quayle. "Teaching of Sociology," in American Journal of Sociology, 15:657-65. March, 1910.

knowledge and comprehension of the social whole such as individualism in education is powerless to accomplish. Increased ascendancy of the social ideal in the minds of people stimulates to social actions in the direction of social welfare. (1) From the point of view of this social ideal, the presentation of the subject-matter of education to pupils in school will make for the application of it in actual society.

To insure social progress the education of the future will be a socialized education in line with social demands and changed conditions of life; and the growing complexity of social organization in all its manifold ramifications. A recognition of this will gradually and constantly creep into the curriculum by the reorganization of present subjects and the introduction of new subjects. In short, therefore, the aim of a socialized education is to develop and improve the powers and experiences of the individual, giving them an increasing social value by constantly keeping before the individual their relations to actual life. Social service will

(1) Dresser, Horatio. Education and the Philosophical Ideal. pp.1-95.

hence in the end spell social efficiency, and the converse is equally true.

Obviously then, education is essentially social in its nature and has a sociological as well as a psychological basis, and accordingly the subject-matter of education, the curriculum, needs to be adjusted so as to be more and more a utilization of all knowledge in the development of social feeling, in harmony with the basis as well as with the ultimate aim of education. Likewise, the socialization of method in education is equally important, and ultimately then by this process education gains its greatest justification by the realization of its social aim, ---the building up in the child's consciousness of such a knowledge of the interdependence of all life as will furnish motives for him to live an enlightened, helpful, and noble social life. Consequently,

(1)

the social sciences, and particularly Sociology and Anthropology, have an enormous store of valuable material to educators; and the teacher who enters upon his work with an intimate acquaintance of modern social conditions

(1) Small, Albion W. The Demands of Sociology Upon Pedagogy. Pamphlet of the Kellogg Series.

and a grasp of the fundamental laws and principles of social organization will experience a vitalization of the meaning of educational work that will revolutionize his attitude and method, and increase his social efficiency.

APPENDIX

I

History in the High School (1)

1. Our current text-books of mediaeval and modern history of Europe are indiscriminating, they are wanting in perspective, and contain dry and impertinent details which should be eliminated.
2. They measure the importance of past facts not by their educational value, but according to the traditional, popular standard of conspicuousness.
3. They treat historical conditions with too little sympathy, and consequently, fail to furnish a rational explanation of institutions and policies which are foreign or repugnant to our age and country.
4. They are conspicuously wanting in scholarship, and are based on antiquated, often inferior, secondary

(1) Robinson, James Harvey. "History in the High School," in 5th. Herbartian Yearbook, 1999, p.68.

English sources.

5. European History should not be taught in our schools primarily as a chronicle of past events.
 6. It should not be exclusively or chiefly political history.
 7. It should be so taught that the pupil shall acquire some understanding of the greatest achievements of western Europe during and since the Middle Ages in all the most important fields of human interest.
 8. Transitional periods, during which a great part of human progress is made, should not be neglected.
 9. The institutions of the past, social, political, and economic, such as the feudal system, absolute monarchy, and, above all, the church, should be carefully explained.
 10. The Middle Ages, Renaissance, Reformation, and Revolution should be dealt with not simply as a series
-

of events, but per se, with the aim of making clear the spirit and salient features of each.

11. Events should, in general, be selected and presented so as to increase and clarify the pupil's understanding of the prevailing conditions of a given period; and, conversely, "unorganizable" facts, as Mr. Spencer calls them, from which no corollaries can be deduced, should be consistently omitted.

APPENDIX

II

Definitions of Education from
Recent Writers

"Education should enable a man to see clearly, to imagine vividly, to think independently, to will wisely and nobly. This is the University ideal which a conservative critic would maintain against the utilitarian theory!"
(1)

"One should also learn to know other men as they are; and to work with them for what they ought to be!"
(2)

"Is not all the meaning of education just to discriminate between good and bad desires? to suppress the lower instincts, and to reinforce the higher; above all, to awake new desires, to build up new interests, to create new instincts?"
(3)

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- (1) Van Dyke, Henry: The Spirit of America. p.227.
(2) Ibid, p.236.
(3) Münsterberg, Hugo. American Traits. p.66.

"Let us not forget that it is more important to train character than to train intelligence, and that a really great university should devote itself more ardently to the development of qualities of character than to the training of the mind." (1)

(1) Bey, Moh. Sourour. "Egypt," in Inter-Racial Problems, 1911. p. 172. Bey is of Cairo, Egypt.

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