

**TEACHERS COLLEGE
COLUMBIA UNIVERSITY; A
DIGEST OF EDUCATIONAL
SOCIOLOGY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649037629

Teachers College Columbia University; A Digest of Educational Sociology by David Snedden

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

DAVID SNEDDEN

**TEACHERS COLLEGE
COLUMBIA UNIVERSITY; A
DIGEST OF EDUCATIONAL
SOCIOLOGY**

A Digest of Educational Sociology

By DAVID SNEDDEN, Ph.D.

PROFESSOR OF EDUCATION, TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Published by
Teachers College, Columbia University
NEW YORK CITY
1920

ART 10 11

Copyright, 1920, by DAVID SWANSON

CONTENTS

I	The Meaning of Educational Sociology.....	1
II	Social Structures.....	11
III	Social Functionings.....	28
IV	Social Standards Determining Educational Objectives.....	51
V	Specific Objectives of Education.....	55
VI	The Evolution of Education.....	60
VII	Physical Education.....	64
VIII	Vocational Education.....	73
IX	Social Education.....	79
X	Cultural Education.....	85
XI	Miscellaneous Objectives.....	89
XII	Agencies of Education.....	92
XIII	Mechanisms of Education.....	98
XIV	Construction of Curricula.....	105
XV	Objectives in Developmental Control of Children, Ages 1-4.....	112
XVI	Objectives of Education and Development of Children, Ages 4-6.....	113
XVII	Objectives of School Education, Ages 6-9.....	120
XVIII	Objectives of School Education, Normals, Ages 9-12.....	126
XIX	Objectives of School Education, Normals, Ages 12-14.....	130
XX	Objectives of General School Education, normal Youths, Ages 12-18.....	135
XXI	Objectives of Liberal Schools for Persons, Ages 18-22.....	138
XXII	Adaptations of Education to Special Social Classes.....	139
XXIII	Objectives of Special Education for Physical Defectives.....	143
XXIV	Objectives of Special Education for the Blind.....	145
XXV	Objectives of Special Education for Social Offenders.....	147
XXVI	English Language.....	150
XXVII	Foreign Languages and Literature—Ancient.....	156
XXVIII	Foreign Languages and Literature—Modern.....	159
XXIX	Mathematics.....	163
XXX	Natural Science.....	166

XXXI	Mental Science.....	170
XXXII	Social Science (including History).....	174
XXXIII	Geography	184
XXXIV	The Fine Arts.....	188
XXXV	English Literature.....	192
XXXVI	Practical Arts.....	198
XXXVII	Agricultural Vocational Education.....	203
XXXVIII	Commercial Vocational Education	207
XXXIX	Homemaking Vocational Education.....	210
XL	Industrial Vocational Education.....	213
XLI	Professional Education.....	218
XLII	Physical Education.....	220
XLIII	Guidance	224
XLIV	Curriculum Problems for Investigation.....	237
XLV	Problems of Objectives of Subjects for Investigation.....	248
XLVI	Miscellaneous Problems for Investigation.....	255
XLVII	Bibliographical References.....	256

.170
.174
.184
.188
.192
.198
.203
.207
.210
.213
.218
.220
.224
.237
.248
.255
.256

CHAPTER I THE MEANING OF EDUCATIONAL SOCIOLOGY

A. INTRODUCTORY

Sociology denotes the science and study of human social groupings, including the factors that condition such social groupings, the evolution of group forms, and the processes by which groups may be improved, both as collective agencies and as means of promoting qualities desired in individuals. Human social groups are of many kinds in form and in functioning.

Education may be distinguished as of two kinds—that carried on in schools or other agencies, specialized for educational purposes; and that effected as a by-product of vocational pursuits, family nurture, worship, recreation, social control, defence, and the like. Both kinds of education are designed, in so far as they are at all purposive, to prepare, adjust, or re-shape individuals for increased usefulness to themselves or to others (including deities), according as such usefulness is conceived at the time.

Many social groupings are relatively permanent—nations, cities, churches—while it is the constant desire of the best members of society that others, less continuous—families, corporations, parties, labor unions—shall take approved forms and functions.

But individual members of all groups come and go—their effective membership in all groups rarely exceeding fifty years, and being in fact commonly only two or three decades. Hence a large part of purposive education has always been designed rather to prepare the individual child, youth, or adult for more effective fitting into one or more groups than for usefulness to himself—although in the long run the two forms of usefulness tend in the main to coincide.

Furthermore, by all ordinary standards, *social* or *group* life tends to become more involved, more extensive, more potential of good or bad results—states become larger, customs must be replaced by laws, economic specialization and interdependence increase. The processes of preparing the young for good group membership become more difficult, require more scientific knowledge, necessitate more complicated administration.

Hence the convictions of modern peoples that a constantly increasing amount of purposive and systematic education of both young and adults is needed to insure right social membership on the part of oncoming generations of individuals.

In its prescientific stages, both the specific objectives (aims, purposes) of education and its methods were crystallized in customs and traditions, products usually of insensible accretions, perpetuated by "trial and success"

processes, and occasionally by the inventiveness of a genius. Under dynamic social conditions educational practice often lags heavily, as do practices in other departments where custom and precedent play large parts—religion, law, sumptuary standards. (Cf. China, England, classical education, education of women, and unnumbered instances in current curricula.)

The twentieth century finds many attempts to make education more varied, extended, flexible, individualized, socially functional. Movements for "enrichment of curricula," for "child study," and for socialization of school life are symptomatic of new interests and points of view. Psychology, always expected to furnish guidance to methods of teaching, has lately reached the point where it can actually do so. Educational administration becomes scientific in certain material aspects—buildings, finance, control.

But endless old difficulties persist and new ones develop because objectives remain so largely on faith levels—tied up in beliefs, customs, traditions, radical aspirations, the catch-words and formulae of partisan cults and sects. Sociology itself, just emerging from metaphysical swaddling clothes, has not been regarded as a promising source of guidance. Little scientific effort has yet been given to direct analysis of aims and values in any but a few departments of education.

Ultimately, a developed sociology must chiefly provide the objectives required to give definiteness of purpose to major and minor educational procedures. Sociology must reveal what are the goals expected to be realized for individuals (of various kinds and potentialities) as well as for social groups through their adjusted individual members. Out of a thousand possible paths that may be taken by education there must, in a given situation, be found the score that are most timely and essential, while psychology will provide means of ascertaining the educabilities of given individuals and the most effective means of reaching stated goals. Some concrete problems will reveal existing needs.¹

1. For many years American elementary schools have made much of the subjects of arithmetic, as the high schools have of algebra and plane geometry. In each case the subjects have grown in elaborateness and complexity while various traditions have gained currency as to their educational values. Private schools, women's colleges, and other habitually conservative institutions still impute mystic values to algebra and geometry, as, naturally, also successful laymen, whose conceptions of educational values were formed two or more decades ago.

If systematic experimentation (for which education is now ready in this field) should show that the mathematical subjects, and especially their more involved and less "practical" phases, possess unique values for mental training (discipline of "reasoning powers," etc.) analogous to the alleged values of Indian clubs or the trapeze in physical discipline, then, of course, justification for the prescription of these subjects for admission

(1) See Snedden, D., "Educational Sociology," *Am. Jour. of Soc.* 25:120.

to college, graduation from high school, or promotion in elementary school would exist.

Apart from these still uncertain values, the mathematical studies possess obvious values to some or all individuals and therefore to society. Certain vocations—electrical engineering, bookkeeping, pharmacy, artillery direction, navigation, the plumber's trade—require, respectively, for their successful prosecution certain specialized knowledge and ability to use mathematics. All persons must buy commodities, and all ought to read journals, and to invest savings ("consumers needs"). For each of these functions some (perhaps not much) knowledge of arithmetic is very desirable, if not indispensable, for all. Here we find justification for "general mathematics."

But our methods of meeting "social needs" through these studies are now probably ill-adjusted and wasteful in extreme. General arithmetic is filled with topics appropriate only for specialized vocations. Very few girls can ever expect to use algebra vocationally. Slow children are seldom well trained in needed elemental processes. Essential "approximation" calculation is neglected. Cultural ("appreciation") values are rarely realized.

Can we now as results of careful studies of social needs: (a) define "consumers needs" which should be basis of general or universally prescribed arithmetic; (b) define actual prevocational offerings possible to elementary school, high school, and liberal arts college, holding them as electives for persons reasonably sure of needing them; (c) define the specialized mathematics appropriate to various types of vocational (basic and extension) schools; and (d) promote the development of "appreciation" subjects as elective offerings to increase "general culture"? Here lie important fields of investigation.

2. Much time is now given in elementary schools to the teaching of "oral reading." Nevertheless most adults (including, sad to say, most teachers) read aloud poorly. Once when books and papers were scarce oral reading served a useful social function—can it ever again? We all move towards silent reading, individualized to tastes and needs. Only a half-score of vocations put a premium on the "good oral reader." These questions of social objective now need answers: (a) Under present conditions are oral reading abilities of any special significance to adults generally, for cultural, civic or vocational purposes? (b) Is "silent reading," now obviously a universal need, well taught (or systematically taught at all) at present? (c) Except in very elementary stages (first two grades) is oral reading probably a hurtful rather than a helpful means of teaching silent reading? (d) What are the vocations which really require oral reading, and for them can it be elected in advance as a prevocational¹ subject or can it best be given in a vocational school?

(1) A subject is here called "prevocational" when its functioning in a given vocation is known, whilst its character is such that it can profitably be taught in schools normally attended before entry on vocational schools. Trigonometry taken in high schools by students expecting to enter engineering schools, "pre-medical" biology, and "pre-legal" economics taken in liberal arts colleges, are established examples.