LVI. THE MATERIALS OF EDUCATIONAL SOCIOLOGY.

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There has been much discussion of the possible place and scope of a course in Educational Sociology in the teacher training institutions of this country. In essaying the defense of the suitability of such a course I shall endeavor to point out what can be significant contributions.

Before doing so, however, the ground should be cleared of some misconceptions, from my standpoint, as to the nature of Educational Sociology. At the outset I believe we should decide that sociology applied to this field is not merely that science "given an educational flavor". Most of us agree that there are real contributions to the equipment of an educator in sociology. The significance of the family as an institution and certain pathological conditions which seem to be affecting this unit under stress of industrialization, urbanization, or due to sumptuary factors may, for example, be discussed with the moral that preparation for homemaking should be given greater recognition in the formation of the curriculum; but in doing so we have not gone far in allocating the particular changes required and we need all the experimental evidence available as to the workability of the proposed changes.

Again migration may be the theme and the influx of millions of Europeans and Orientals discussed with the resulting problems in industry and urban life but Educational Sociology must go further than to use this as a text for a homily on Americanization. If, as we believe, educational problems are created, what special modifications of the educational program are required? How shall we augment our standard public school program to meet the need? Is the usual night school meeting the necessity created for adult education? Where the parochial school is an attendant problem, what means are used for synthesization with public school provisions?

In short, we will agree that sociology is a useful science in the equipment of the educator and probably in many teachers' colleges the course, or courses, in this field will be a part of the responsibility of the expert in educational sociology; but the latter science to be adequate must examine and aid in formulating the whole warp and woof of education.

Again if Educational Sociology is not merely sociology with

some educational implications, neither is it an agglomeration of partisan generalizations relative to education. It is, I contend, neither the place for the educational sociologist to inveigh against the dead or modern foreign lauguages nor on the other hand to codemn with smug complacency all efforts toward better adjustment of the curriculum to the pupil's wants and needs. It does little good to attempt to create a *sine qua non* of any subject such as mathematics or history nor to condemn as futile all serious study in such a field.

To turn in another direction, it may be the part of educational philosophy to extol democracy, socialization, culture, or utilitarian education; but we must be more specific if we would formulate a science, pure or applied. We must recognize that however much we may hypothesize as a preliminary to experimentation, only on an empirical basis can we establish a science and only after formulation on that basis are we in a position to generalize.

Starting with the thesis then that Educational Sociology must be based upon experimentation, we shall I believe find most of our problems in the separate units of the educational system,—the kindergarten, the elementary school, the high school, and the higher educational institutions. Of course the public school system as a whole is a social institution and hence a subject for sociological investigation. As such it may be within our scope to investigate such problems as determining the respective responsibilities of lay and professional administrators and the desirable participation of the public in determining its activities. Such are not minor problems we will agree, the best answers to which are probably to be found by comparisons of systems which are working with optimum effectiveness with those which are not, in the numerous surveys which are now available.

For Educational Sociology, however, to answer the question now being raised with increasing insistence as to whether we have not too much education, whether the public is not being asked to expend too much for the returns in a better developed youth more capable and more ready to assume its adult responsibilities, we must examine as regards the several units of the educational system the problems to which answers need be found. In doing so logical completeness and convenience would suggest beginning with the child upon entrance to school.

The Kindergarten.

The Kindergarten is now well established in America though by no means universally. It should be a sociological problem to

decide where it could be justified and where it would not be warranted. What are the social conditions which have made it a success in some places and not in others? Do we need the Kindergarten as a part of the consolidated school system of the prairies? Is is more needed in the congested city slum? Are there sociological conditions which justify it in the prosperous suburb and comfortably housed village and small city? Probably there are psychological problems which need first to be answered but surely the final answer must be sociological.

Is there need for an additional kindergarten year antedating the one already established? Would the justification for one year in every case equally establish the usefulness of the earlier year? There must be sociological implications in the answer which it is believed can only be obtained by experimentation.

Can sociology throw any light on the suggestion that the first two primary grades be linked with the kindergarten inasmuch as many primary teachers are insisting that their work can best be pursued on the basis of playful activities? The question as far as it concerns method may be chiefly psychological, but sociology should furnish some suggestions for answer as regards the factors of personality in control and optimum adjustment to social conditions, a final answer coming only through experimentation.

The Elementary School.

If we turn to the Elementary School we find an institution whose function and universal utility has been as acceptably demonstrated as any part o fthe formal system of schooling. We are pretty generally committed to a policy whose aim is to attain one hundred per cent literacy so that the justification for this unit as a public charge has ceased to be a problem of Educational Sociology.

We can, however, find here what should, I believe, be considered a genuine achievement in Educational Sociology. I refer to the now well formulated minimum essentials in the fundamental studies. To have reduced the systematic drill in spelling from 8000 words, with the emphasis on the words little or seldom used to the 4000 words in constant use and arranged to suit the developing needs of the child is an achievement of no mean order and obtained by sociological investigation of a sort needed for the whole process of formal education. That this success has been duplicated in writing, in establishing the used fundamental processes of arithmetic and of English form, and in eliminating many of the unused bare bones of fact in geography and history should be a matter of congratulation.

Of even greater significance, however, and belonging quite as much within the activities of this science, it is believed are the contributions toward an enriched curriculum. Here belongs the transference of emphasis from oral to silent reading, the increased stress upon oral composition, the discovery of the classics of childhood as suitable educational material and their generous provision appropriate to the maturity and interests of the child, the stimulation of interest in human activities, civic and industrial, contemporaneous and historical, the increased opportunities for activistic education, and a general recognition of the significance of play for normal happy individual and social development. All this has been achieved by experimental investigation and belongs within the scope of Educational Sociology.

There are, however, unsettled problems. The platoon system, for example, is being urged for general adoption. It is the place for Educational Sociology to investigate whether or not there are possible limits to its usefulness, and conditions for optimum efficiency. Let us suppose it has proved its superiority to the traditional grade system in a congested industrial city, would it be equally useful in a consolidated country or village school, employing not more than four teachers for the third, fourth, fifth, and sixth years?

There are, or were, advocates for the universal adoption of the open air school. What conditions warrant such a school? As a whole or for a particular group? Might it be utilized under certain seasonal conditions and not under others?

How generally should nutrition classes be introduced? How has the fiscal problem been met? When are free and when cost lunches warranted? Has the summer health class, experimentally tried in one or two places justified its existence? May it wisely be inaugurated in other places and under what conditions?

This brings us to the question of increasing the educational value of the long summer vacation. Many teacher training institutions are maintaining practice schools in connection with their summer terms. What is the effect on the pupils? Many churches and settlements now maintain vacation schools. Are the results such as to recommend a more general adoption and public support?

The High School.

That transition from childhood to adolescence in general corresponds more closely to entrance upon the seventh than the ninth grade is of course a fact of psychology; but all considerations for enriching and reorganizing the curriculum which are now being

formulated relative to the Junior High School have sociological implications. It is unnecessary for our purposes to discuss them here, but their significance to Educational Sociology from the viewpoint of this paper should be recognized.

The discussion now in progress in the educational and popular press as to what should constitute the curricula of the Junior and Senior High Schools shows that here we have the major battle grounds of the reformers arrayed against the traditionalists. A *laisses faire* elective system may be necessary as a kind of truce and useful to educational sociology for observation and experimentation, but it must most certainly lessen in many cases the effectiveness of the educational process. If then science can devise programs more wisely than by the hit-or-miss plan, the curriculum makers and educational or vocational counsellors should surely welcome its findings.

Recently the American Mathematical Association has formulated a plan for the reorganization of the whole program of secondary mathematics. Such a document should be welcomed and treated with the greatest respect by educational sociology. It now needs the widest utilization by competent teachers for further experimentation to discover if it best fits the needs of all pupils, those highly gifted, the average and those meagerly endowed, those going to college and those leaving school as soon as compulsory education laws permit.

As careful scrutiny of the materials for the curriculum is needed in every department of study,—literature, oral and written expression, Latin and the modern languages, history, the social and physical sciences, and the fine and practical arts. Experimentation in all these fields should be as generouslly reported as in the case of the mathematics report just cited and when the contributions from all these sources were worked together, it is believed a sane educational sociology could evolve recommendations for curricula which would make wiser provisions for normal cultural and social growth and for adult needs than any loose elective system or rigid course founded solely on tradition.

Again we need more thorough investigation of the desirable upper limit for compulsory education. Throughout the country we have the widest variation from practical nullification through non-enforcement or through lack of facilities to the upper limit of eighteen years, at least on a part-time basis. Perhaps it should vary to conform to particular local conditions but parsimony of taxpayers should not be allowed to stand in the way of the best in-

terests of our youth if science can prove to the electorate that the well-being of the next generation will be conserved by a changed policy. On the other hand a blind faith that attendance at school is to be insisted upon at all costs for every child to an ever increasing higher age limit needs the most careful investigation in the light of sociological conditions.

The part-time school has been introduced in most of our industrial states and is spreading to others. Its scope and the content of its curricula as determined by experimentation under varying conditions are still unsettled problems for an adequate educational sociology given to investigation.

The whole problem of vocational education seems to be in the same position. From the experimentation which has now proceeded for some years educational sociology should be able to establish what can best be done by industry itself and what by the school and how the two can be made to cooperate toward the desired end of adequately trained workers.

Another problem of major importance in this field is that of college and university entrance requirements. Something has clearly been achieved toward raising college standards in the now pretty generally established requirements of fifteen "Carnegie units", but it is submitted that scientific investigation, if sufficiently pursued, could in the light of results separate requirements which select students of a desired quality, with the least thwarting of normal cultural and social growth during the preparatory high school years. It is significant that several universities now have investigators working upon that particular problem. The outcome of their study should be welcomed as contributions to educational sociology.

Higher Education.

The real application of a scientific educational sociology to higher education might make as significant contributions in that field as in that of the high school. We know that for certain professions, notably medicine, law, and dentistry, schools have been developed which are functioning with a high degree of efficiency. In other fields, such as commerce and education, conditions in many cases seem chaotic. The survey of the Missouri Teachers' Colleges was a genuine document in educational sociology, but there is little evidence of the utilization of its findings throughout the country. Perhaps the difficulty arises in the administration of state certification. It should be possible to determine what is the minimum and optimum equipment of the elementary school teacher, the special teachers of art, music, agriculture, the industrial arts,

of the teacher in high school who is expected to show his proficiency in one, two, or even three different fields of learning, and what additional professional perparation is essential to the administrator. It should be the task of educational sociology so definitely to define these essential requirements that they become incorporated in the programs of the teacher training institutions, the state requirements for certification and in the standaridzation of salary schedules.

The definition of fundamental differences between the curricula of liberal arts colleges and of the professional schools is a matter which needs much investigation by educational sociology. We know that some institutions seem to be more successful than others in instilling the ideals of scholarship, of developing civic responsibility and of inculcating knowledge to that end, and in establishing general participation in physical development; but have we established the maturity essential when the student should forsake this more general training for definite channels of preparation for a particular profession? Wide variability prevails on which the light of scientific investigation should be turned to separate the more efficient and desirable practices form the less. It is maintained that here are problems of educational sociology.

Many high school teachers, but especially vocational counsellors, have much influence with their charges in the choice of college and professional school. Could not the matter be put on a more scientific plane than it now is? If we had some criteria for establishing excellence as regards particular fields of training such as the comparative percentages of successful graduates in that field among the several higher institutions to be considered and this data were available to the counsellors, could they not eliminate some of their prejudices based on subjective predispositions based on *alma mater* loyalty or hear-say. The standardization of the professional schools under the influence of the Carnegie Foundation is a contribution to this phase of educational sociology. Of course there are always special factors to be considered in the selection of a college, such as suitability of the curriculum as regards adaptability to the particular projective needs and present deficiencies of the student, being counselled, accessibility, and availability on the basis of financial outlay, all of them sociological factors. Should we not also check up the alleged correlation of football and crew successes with the size of entrance classes? Can not an adequate educational sociology assist in transferring the emphasis in higher education from the side shows of athletics and fraternities

to the main tent of lecture halls, seminar rooms, laboratories, and library?

Adult Education.

One other growing field of educational endeavor deserves much consideration. To what extent can further education be brought to those already employed, and how? Night schools for teaching English to immigrants, for continuing elementary and secondary education, and for technical training toward increased effectiveness in employment, including in some cases the manipulative phases of the occupation, are to be found in our more congested centers of population. Lectures and courses toward popularization of science, art, and literature are attempted at times Federated trade unions have in some cases established socalled colleges for enlightening their membership and developing a more capable leadership with courses in economics, sociology, psychology, history, and public speaking. Professional training is flourishing in some centers in banking, law, salesmanship, and other lines under the administration of the Young Men's Christian Association. Extension training for teachers through the university schools of education and the city teachers' colleges has been much developed. Could not investigation by educational sociology establish the more effective forms of this endeavor and most economical means?

Are the Foregoing the Problems of Educational Sociology?

No one will, I think, question the desirability of investigating the problems and many others of like nature suggested in this running survey. We have of course the Carnegie Foundation, the General Education Board, and research department of our larger schools of education working on these very questions. There are, furthermore, the experimental schools whose work is obtaining deserved recognition and there are the significant experimentations of enterprising teachers and administrators. Such is surely a scientific approach to education and is mainly directed toward what may be considered the sociological aspects of education, i. e., establishing the means for the harmonious *development* of the pupil as a social being and his equipment for his *projective* needs in a complicated society. Some would prefer to call the results educational science, alleging that methodology, psychology, the philosophy or principles of education are so interwoven with this material that differentiation is impossible. My contention is that the several phases of our science of education for instructional purposes are distinguishable. An analogy can I think be found in professional training in medicine. The sciences of anatomy, physiology, *materia*

medica, clinical diagnosis and surgery are differentiated with specialists in each for appropriate instruction. The same differentation seems to be developing in education.

An educational sociologist is then one trained in all phases of educational science, its historical development, the contributions of general and genetic psychology, facile with the statistical tools of the investigator, with a command of the results of extant sociological investigation and a knowledge of economics and general sociology, who chooses and shows capacity in this field for his labors.

Who Should Study Educational Sociology?

It is submitted that adequately equipped superintendents and principals, the directors of bureaus of research, and educational or vocational counsellors need this general presentation of the sociological limitations and possibilities for educational endeavor in its adjustments to the needs of particular groups of pupils and particular situations. I am of course not contending that they in all cases be research workers in this field but that they should be well informed as to the results of that research and able to apply it to their particular problems.

On the other hand, I believe it a fruitless effort to attempt this broad presentation in the preliminary training of the usual classroom teacher. Such a person in general lacks the broad background necessary for appreciation and of more significance the opportunity to apply its findings. At the same time however I think we will agree that such teachers in training need the insight into the sociology of their particular field. If then the elementary or practical arts teacher could gain an appreciation of the developmental possibilities and the projective utility in practical life of the materials of his instruction unquestionably he would be better equipped for his vocation.

A better case can however, I believe, be made for the cultural presentation of education from this standpoint in the liberal arts college. If our lay directors of education better appreciated the possibilities and limitations of formal education, some of the educational follies of the past could, we might hope, be avoided in the future. Furthermore the problems here presented are debated in the public press and conversation of thoughtful people with as much interest as more obscure problems of international or national polity.

Available Materials.

For general courses in Educational Sociology, Bobbitt's "The Curriculum" is worthy of consideration as a viewpoint vigorously

and thoughtfully presented. A part of his recommendations should however be checked with more experimentation as to feasibility in particular situations. Snedden's "Educational Sociology" offers an analysis of the field and the fertility of suggestion of a brilliant mind worthy of most careful study. Perhaps it might best be considered as in a sense a laboratory hand book for an experimental student in the field. Many of the suggestions clearly need the test of workability in concrete cases. Five lines of development of household arts and homemaking, some of them extending through several years of the Junior and Senior High School would probably from the standpoint of administrative limitations be impracticable in other than the largest urban systems. In a reading of Bobbit and Snedden it would be significant to compare their rather diametrically opposed positions relative to some phases of education and in particular vocational education with Dr. Pritchett's trenchant criticism of "The Rising Cost of Education" in the Seventeenth Yearbook of the Carnegie Foundation. Truly, when the doctors disagree it is time to turn to experimental science!

For particular phases of educational sociology Bonser might be considered for the "Elementary School Curriculum", Briggs on the Junior High School and portions of Inglis' "Principles of Secondary Education" for the High School. The special investigations and, in particular, surveys are perhaps of more significance in solving specific problems. A careful selection of such material still awaits compilation. As regards the field of higher education some of the publications of the Carnegie Foundation are usable but there is room for much additional investigation.

We have then it is contended in Educational Sociology a rich field for investigation, an increasing corps of workers and an insistent social need for results.