

EDUCATION FOR
SOCIAL EFFICIENCY

95180
448

EDUCATION FOR SOCIAL EFFICIENCY

*A STUDY IN THE SOCIAL
RELATIONS OF EDUCATION*

BY

IRVING KING, Ph.D.

SCHOOL OF EDUCATION, THE STATE UNIVERSITY OF IOWA



ENLARGED EDITION



D. APPLETON AND COMPANY
NEW YORK CHICAGO

68

COPYRIGHT, 1913, 1915, BY
D. APPLETON AND COMPANY

Printed in the United States of America

PREFACE

In writing the pages which follow the author has had in mind not so much the interests of the educational specialist as the practical needs of busy teachers and parents. He has attempted to present, in simple language, and largely through the medium of illustration, a social view of education which is coming more and more to prevail. He has attempted to show, concretely, various ways in which the average teacher and parent may contribute something toward the realization of the ideal of social efficiency as the goal of our educational enterprise.

Let not the reader lose his perspective as he finds the social point of view constantly dwelt upon in these pages. In emphasizing the social meanings the author has not been unmindful that education has other important meanings and values. These are, in a sense, subordinate to the social values, and, in any case, they have received their share of attention elsewhere. It seems legitimate, therefore, to pass them by in this discussion.

The author gratefully acknowledges his indebtedness to Mr. Walter R. Miles, a graduate student in the State University of Iowa, for his generous con-

tribution to Chapter XVI of the account of his personal experience in organizing a "Social Center" in a small country town, and to The National Congress of Mothers, for permission to reprint in Chapter V a part of a paper written originally for that organization and published in *Problems of Parents*.

IOWA CITY, January 1, 1913.

CONTENTS

CHAPTER	PAGE
I. THE SOCIAL ORIGIN AND FUNCTION OF EDUCATION	I
II. THE SOCIAL AIM OF EDUCATION	11
III. THE RURAL SCHOOL AND THE RURAL COMMUNITY	21
IV. ADAPTING THE COUNTRY SCHOOL TO COUNTRY NEEDS	43
V. THE CHARACTER-FORMING POSSIBILITIES OF HOME LIFE	71
VI. THE COÖPERATION OF SCHOOL AND COMMUNITY	90
VII. PLAY AS A FACTOR IN SOCIAL EFFICIENCY	109
VIII. THE SOCIAL BASIS OF SCHOOL INCENTIVES	123
IX. THE OPPORTUNITY AFFORDED BY THE INTERNAL LIFE OF THE SCHOOL	138
X. SCHOOL GOVERNMENT, AN OPPORTUNITY FOR SOCIAL TRAINING	158
XI. THE SOCIAL IDEAL IN THE CURRICULUM	177
XII. THE VOCATIONAL INTEREST AND SOCIAL EFFICIENCY	199
XIII. VOCATIONAL GUIDANCE, AN AID TO SOCIAL EFFICIENCY	219
XIV. THE METHOD OF INSTRUCTION AS DETERMINED BY THE SOCIAL IDEAL	232
XV. THE CHARACTER-FORMING INFLUENCE OF GROUP-WORK	252

CONTENTS

CHAPTER	PAGE
XVI. THE SCHOOL AS A SOCIAL CENTER . . .	262
XVII. THE SCHOOL AND SOCIAL PROGRESS . . .	280
XVIII. THE CONSOLIDATED SCHOOL AND SOCIALLY EFFICIENT EDUCATION FOR THE COUNTRY	305
INDEX	365

EDUCATION FOR SOCIAL EFFICIENCY