EDUCATIONAL VALUES

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PREFACE

THE purpose of the present volume is stated in the Introduction, and a brief outline of the treatment is there presented. The book has grown gradually out of the early attempts of the writer to organize the methods of teaching upon a rational basis. Lacking such a basis of organization, the task of equipping candidates for educational service with the experience that the preceding generations of teachers had accumulated seemed well-nigh hopeless. Lacking such a system, also, the adequate evaluation of new methods and new tendencies could not be satisfactorily accomplished. The terminology developed in the following chapters has proved helpful to the writer in his own classroom work. It is hoped that it may prove suggestive to others, and it is for this reason that it is presented.

The time is perhaps not yet ripe for a final statement of educational functions; this must await the satisfactory development of the science of psychology, especially in the field of the higher thought-processes and in the field of the emotions. The recent investigations in these two fields, however, seem to warrant at the present time a tentative restatement of educational doctrine. The time will never be ripe for a final statement of educational values, for values vary with the varying conceptions of the end of education. But in the proposed distinction between functions and values there is indicated, it is hoped, a group of educational

problems that may, after patient and painstaking investigation, be solved once for all. These are the problems of function; and the failure to make this distinction between the problems of function which can be solved by an appeal to positive science, and the problems of value which must ever recur with the changing conceptions of educational aims, lies at the basis of much of the present confusion in our educational discussions.

All of the chapters in the present volume have undergone many changes and revisions since they were first projected. These changes have been made at the suggestion of the friends of the writer, who have been so good as to go over the material from time to time and to point out the defects. That the present treatment is still so far from adequate is not at all the fault of these men; without their kindly criticism, the writer would never have been spurred on to make the changes that now seem to him to constitute by far the most valuable portions of the book. To Mr. C. M. McConn, Registrar of the University of Illinois, and formerly Principal of the University Academy and Supervisor of Practice Teaching; Superintendent E. A. Turner of the Training Department, Illinois State Normal University; Superintendent H. B. Wilson, of Decatur, Illinois; and Professor T. H. Briggs, of the Eastern Illinois Normal School, the writer's gratitude is due for this invaluable service. He would also acknowledge his indebtedness to his colleagues, Professor S. S. Colvin, Professor L. F. Anderson, and Dr. E. L. Norton, for many valuable suggestions.

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INTRODUCTION

Purpose and Plan of Treatment

That education is, in the last analysis, a process of modifying conduct, is the fundamental thesis of the following discussions. These discussions have a threefold purpose. In the first place, they will attempt to classify the controls of conduct, and to describe the various ways in which educative materials may influence these controls. In the second place, they will attempt to evaluate, in terms of the social aim of education, the controls that education may furnish. In the third place, they will outline the specific methods through the operation of which educative materials may be made to fulfill the functions that are recognized as possessing value when measured by the social criterion. This last problem will be touched only incidentally in the present volume, leaving for subsequent treatment the systematic analysis of methods of organization and teaching in the light of the principles and hypotheses here developed.

The first five chapters present a classification of the controls of conduct. The inborn or inherited controls are treated briefly in Chapter I, the chief emphasis being laid upon the relation of the instincts to education. In the four subsequent chapters, the conduct-controls that result from experience are discussed in detail, with the

aim of indicating the genesis of these controls, and the general methods which education may employ to develop them. In this connection, the following factors are considered in detail: (*a*) specific habits; (*b*) ideas, concepts, meanings, facts, and principles, — generically, "knowledge," furnishing "interpolated" controls of conduct; (*c*) ideals and emotionalized standards, furnishing "final" or "ultimate" controls of conduct; (*d*) prejudices and tastes, which may be looked upon as resultants of ideals and standards; and (*e*) attitudes and perspectives, which may be looked upon as resultants of the "knowledge" group.

In Chapter VI, the limitations of educative forces in developing conduct-controls are briefly considered. In this connection, the more important investigations in the field of mental inheritance are summarized, and an attempt is made to reconcile the results of these investigations with the aims and purposes of education.

In Chapter VII, the ultimate aim of education is formulated as "social efficiency." The principal objections that have been urged against this conception are considered, and the arguments in favor of accepting social efficiency as the criterion of educational value are briefly outlined.

The two terms "function" and "value" are sharply differentiated in Chapter VIII, — the former being referred to the psychological processes through which educative materials engender conduct-controls; the latter being reserved to include the judgments regarding

the worth of the controls thus engendered when measured by the accepted criterion of value. Functions are then grouped under the following heads: (*a*) the training function, resulting in specific habits; (*b*) the instructional function, resulting in ideas, concepts, facts, and principles; (*c*) the inspirational function, resulting in ideals and emotionalized standards; (*d*) the disciplinary function, resulting in ideals of method or procedure; (*e*) the recreative function, resulting in tastes; (*f*) the interpretive function, resulting in attitudes and perspectives. The classification of values follows, in the main, the customary grouping: (*a*) the utilitarian value attaches to controls which promote simple economic efficiency; (*b*) the preparatory value attaches to controls that do not necessarily function as direct guides or ends of social or economic conduct, but which form the basis for the acquisition of controls that do so function; (*c*) the conventional value attaches to controls that possess worth only in so far as society takes it for granted that each individual shall be governed by them; (*d*) the socializing value attaches to controls that, while unnecessary from the narrow economic and conventional points of view, make possible social stability and insure social progress.

Chapters IX–XIV consider in detail the values that may be realized in fulfilling the six functions outlined above. This treatment involves a rapid survey of the elementary and secondary curriculums, and the effort is made to show how present problems of organization and method may be modified by the perspective which is

furnished by the principles of function and value. Among other problems, the present controversy concerning "formal discipline" and the transfer of training is discussed in detail (Chapter XII), and the functions of "general" education, as distinguished from specialized or vocational education, are outlined in Chapters XII, XIII, and XIV.

The life of the school as a source of educative materials is briefly treated in the concluding chapter, the chief emphasis being placed upon the valuable habits and ideals that may be made to issue from the proper type of school organization.

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